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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: tensions escalate between Pakistan and India, (January 3-4); the South Asian Regional Cooperation Summit comes to an end and tensions remain high on the India-Pakistan border, U.S. senators meet with Afghanistan's interim leader, Pakistanis prepare for war, military officials prepare for the arrival of al Qaeda and Taliban detainees, and a group of U.S. special forces is sent to the Philippines (January 7-11); India reacts to Pakistan's promise to eradicate terrorism and many Pakistanis are pleased with President Musharraf's approach, a shareholder's lawyer accuses Enron executives of "cooking the books," the New York Stock Exchange moves to de-list Enron stock, U.S. Secretary of State Colin Powell travels to India and Pakistan, and accounting practices and a "crisis of confidence" in the wake of Enron (January 14-18); nations pledge billions of dollars to rebuild Afghanistan, Kmart files for bankruptcy, American Taliban fighter John Walker Lindh arrives in the U.S., and John Walker Lindh makes his first U.S. court appearance (January 22-25); U.S. Defense Secretary Rumsfeld visits Camp X-Ray, Afghan interim leader Hamid Karzai visits the U.S., President Bush delivers his State of the Union Address, and Interim Afghan leader Hamid Karzai tours Ground Zero (January 28-31). (AEF)

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CNN Newsroom Classroom Guides, January 2002

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CNN NEWSROOM Guide

January 03, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:55...04:35
Tensions escalate between Pakistan and India.

President Musharraf ... 05:20...09:55
Pakistani President Pervez Musharraf is in the public spotlight.

The Euro ... 03:15...13:10
How do Russians feel about the euro?

Ask CNN ... 01:15...14:25
Who does the security clearances and background checks for the FBI?

Moussaoui Arraignment ... 02:40...17:05
Zacarias Moussaoui is arraigned.

America Strikes Back ... 02:20...19:25
The U.S. continues to search for Mullah Mohammed Omar.

Political Transformation ... 04:30...23:55
Many U.S. politicians transformed their images in 2001.

WTC Reflections ... 03:05...27:00
People recall their fond memories of the World Trade Center Towers.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: India-Pakistan Tension

1. What is the status of relations between India and Pakistan? Why have tensions between these two nations escalated in recent weeks? How has the international community responded to this conflict?

2. Why are the foreign ministers from India and Pakistan meeting in Nepal? Do you think the Nepal summit will be successful? Why or why not? How has Pakistani President Pervez Musharraf responded to the suicide attack on the Indian Parliament? Do you think his response was appropriate? Why or why not?

3. What do your students know about Kashmir? Refer them to their texts, the Internet and other resources to learn more about this region and the claims that both India and Pakistan have to it. Share student information. Then, have students consider the possible global consequences of a protracted conflict between these two countries over Kashmir, including the potential effect on the U.S.-led war against terrorism. Then ask students: In your opinion, can peace be achieved between Pakistan and India? If so, what steps should be taken, and by whom?

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/south/01/02/pakistan.india/index.html
http://fyi.cnn.com/2001/US/12/26/india.pak.concern/index.html
http://fyi.cnn.com/SPECIALS/2001/india.pakistan/
http://www.ummah.net/kashmir/
http://www.clas.ufl.edu/users/gthursby/kashmir/

President Musharraf

1. Who is General Pervez Musharraf? Why is he currently in the public spotlight? What political and personal challenges has he faced since September 11, 2001? Why is he considered to be "a very lucky man"?

2. How has the U.S.-led war against terrorism impacted Pakistan politically, diplomatically and economically? What political risks did Musharraf assume when he decided to support the U.S.-led military campaign? What approach did he use to gain his critics' support? Is Musharraf out of danger? Why or why not?

3. Why does Pakistan's future remain worrisome? What is Musharraf's vision for Pakistan? What political factions pose the greatest threat to Musharraf? What are his political objectives? How do Musharraf's political objectives differ from his opponents' objectives? What are the benefits and drawbacks of each? Discuss. Do you think Musharraf will be able to realize his vision for Pakistan? Why or why not?

LINKS:
http://www.photius.com/wfb2000/countries/pakistan/pakistan_economy.html
http://www.pakistanlink.com/
http://cnn.com/ASIANOW/south/9910/14/pakistan.03/
http://www.pakistani.org/pakistan/constitution/

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The Euro

1. What is the euro? How many European nations have launched this new currency? What is the official currency of Russia? How do many Russians feel about the euro? Why? On a macro level, how will the euro impact the Russian people?

2. What is the unofficial currency of Russia? Remind students that, in the video, we are told that, "According to some estimates, Russians hold up to 50 billion U.S. dollars in cash, often keeping it at home." Ask students: What gives money its value? Why is some currency more valuable than others? Invite a banker or financial advisor to address these questions with your class. Then, have students consider the following question: In Russia, what could make the euro seem more valuable than the U.S. dollar?

3. Teachers: For a CNNfyi.com article and teaching activity on the debut of the euro, check out the following Web site: http://fyi.cnn.com/2002/fyi/news/01/02/euro/index.html.

LINKS:
http://europa.eu.int/
http://www.gov.ru/

Moussaoui Arraignment

1. Who is Zacarias Moussaoui? Why did he appear at a federal court in Alexandria, Virginia yesterday? What is an arraignment? What statement did Moussaoui make during his arraignment? What plea did Moussaoui's lawyers issue on his behalf?

2. For what crime has Moussaoui been accused? Where was he during the September 11 attacks? Why did Moussaoui's mother refuse to see Moussaoui in jail and at the arraignment? What connections have been made between Moussaoui and the hijackers? What is the status of Moussaoui's trial?

3. What are the benefits and drawbacks of conducting Moussaoui's trial on October 15, 2002? Have each student write an editorial about whether or not Moussaoui will receive a fair trial. Direct each student to write his/her editorial from the perspective of either Moussaoui or a family member of a September 11 victim. Have students share their opinions and discuss.

LINKS:
http://fyi.cnn.com/2002/US/01/02/gen.war.against.terror/index.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/

America Strikes Back

1. For how long has the U.S.-led war in Afghanistan been going on? According to the Pentagon, why were U.S. Marines on an operation northwest of Kandahar? Who is Mullah Mohammed Omar? What will happen to Omar if he ends up in U.S. custody? Why has the search for Omar and members of al Qaeda become complicated? How may prisoners has the U.S. captured? Where are some of these prisoners expected to go?

2. Why is the U.S. eager to capture Omar? Refer students to multimedia resources, including the third link below, to learn about why Omar poses a threat to the U.S. After students share their findings, ask: How might Omar's capture impact the war against terrorism?

LINKS:
http://www.cnn.com/2002/US/01/02/gen.war.against.terror/index.html
http://www.cnn.com/2002/WORLD/europe/01/02/ret.france.peacekeepers/index.html
http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/15/ret.afghan.attacks/index.html

Political Transformation

1. What evidence presented in the video suggests that many U.S. politicians transformed their images in 2001? How did the September 11 attacks and the war against terrorism impact their political agendas and political images? Has your opinion of the politicians mentioned in the video changed since September 11? If so, how?

2. Share the following quote from the video with your students: "Self-invention is part of the American faith. We believe we can become whatever we want to be." Have students discuss the meaning of this quote. Then ask, do you think self-invention is an admirable quality? Why or why not? Do you think politicians need to possess this ability to be successful? Discuss.

3. Have students conduct research on their local representatives to learn whether the representatives' platforms and political images have changed in recent months. If so, have students consider how these changes might impact future legislation and their community.

LINKS:
http://congress.nw.dc.us/c-span/search.html
http://www.c-span.org/congress/new_index2.asp
http://thomas.loc.gov/

WTC Reflections

1. Where did the World Trade Center Towers (WTC) once stand? When and how were they destroyed? What are some of the fond memories that people have of the WTC?

2. Refer students to the links below to learn about the history of the WTC. After students share their findings, point out that since the September 11 attacks, Larry Silverstein, who holds the twin towers lease, has vowed to rebuild the WTC. Silverstein has indicated the possibility of building four smaller towers instead of two skyscrapers. As a class, have students discuss the following questions: Should the World Trade Center be rebuilt? Why or why not? If not, How should the land be used? If so, what types of buildings should be erected at the site?

LINKS:
http://www.infoplease.com/spot/wtc1.html&c=923
http://www.skyscraper.org/tallest/t_wtc.htm
http://www.wtca.org/

EDITOR'S NOTE:
Kashmir
Pakistan
Pervez Musharraf
euro

Zacarias Moussaoui
Mullah Mohammed Omar
political image
World Trade Center Towers

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CNN NEWSROOM Guide

January 04, 2002

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The war on terrorism is still in an early phase.

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http://fyi.cnn.com/2001/US/12/26/india.pak.concern/index.html
http://fyi.cnn.com/SPECIALS/2001/india.pakistan/
http://www.ummah.net/kashmir/
http://www.clas.ufl.edu/users/gthursby/kashmir/

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LINKS:
http://www.photius.com/wfb2000/countries/pakistan/pakistan_economy.html
http://www.pakistanlink.com/
http://cnn.com/ASIANOW/south/9910/14/pakistan.03/
http://www.pakistani.org/pakistan/constitution/

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LINKS:
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LINKS:
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http://fyi.cnn.com/SPECIALS/2001/trade.center/
http://www.time.com/time/nation/article/0,8599,190413,00.html

America Strikes Back

1. What is the status of the U.S.-led war against terrorism? When and where did the last U.S.-led strike in Afghanistan take place? What did Secretary of Defense Donald Rumsfeld mean when said that "the war on terrorism is in a relatively early phase"?

2. What type of leaflets did the U.S. recently drop in Afghanistan? Why do you think the U.S. uses the term "detainees" rather than "prisoners" when referring to the people that were captured by the allied forces? What is the U.S. planning to do with its detainees?

3. Who is Mullah Mohammed Omar? Why is the U.S. eager to capture Omar? Refer students to multimedia resources, including the third link below, to learn about why Omar poses a threat to the U.S. After students share their findings, ask: How might Omar's capture impact the war against terrorism?

LINKS:
http://www.cnn.com/2002/US/01/02/gen.war.against.terror/index.html
http://www.cnn.com/2002/WORLD/europe/01/02/ret.france.peacekeepers/index.html
http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/15/ret.afghan.attacks/index.html
http://fyi.cnn.com/2002/LAW/01/03/ret.rumsfeld.detainees/index.html

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http://congress.nw.dc.us/c-span/search.html
http://www.c-span.org/congress/new_index2.asp
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LINKS:
http://www.infoplease.com/spot/wtc1.html&e=923
http://www.skyscraper.org/tallest/t_wtc.htm
http://www.wtca.org/

EDITOR'S NOTE:
Kashmir
Pakistan
Pervez Musharraf
euro
Zacarias Moussaoui
Mullah Mohammed Omar
political image
World Trade Center Towers

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CNN NEWSROOM Guide

January 07, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 06:25...07:05
-The South Asian Regional Cooperation Summit comes to an end.
-Tensions remain high on the India-Pakistan border.

America Strikes Back ... 02:25...09:30
The U.S. prepares to receive Taliban detainees.

Salang Tunnel ... 03:55...13:25
The Salang tunnel reopens in Afghanistan.

Normality ... 02:40...16:05
The news media rediscovers normality.

Year 2002 ... 04:35...20:40
What events might make the headlines in 2002?

Technological Trends ... 03:50...24:30
Portable, wearable and wireless are the technological trends for 2002.

Ins and Outs ... 02:35...27:05
What's hot and what's not in 2002?

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: India-Pakistan Tension

1. What area of Afghanistan is the target of allied strikes? Why? Where was the South Asian Regional Cooperation Summit held? What was the purpose of this meeting? Regarding the meeting between the leaders of Pakistan and India, what is the difference between a "formal" and an "informal" interaction? Was the summit successful? Explain.

2. What action must Pakistani President Pervez Musharraf take before peace talks can begin between India and Pakistan? Who is Tony Blair? What is his role in improving relations between India and Pakistan? What steps has Pakistan recently taken to crack down on terrorism? According to Pakistan, what is the difference between a terrorist and a freedom fighter? Why do you think Pakistan makes this distinction?

3. What region has been the subject of dispute between Pakistan and India since 1947? How many times have these nations gone to war over Kashmir? Why have tensions between these two nations escalated in recent weeks? What is the "Line of Control" in Kashmir? Why is the current troop buildup in Pakistan and India considered especially dangerous?

4. Teachers: For a CNNfyi.com lesson plan and article related to this topic, visit the following Web site: http://fyi.cnn.com/2002/fyi/lesson.plans/01/03/pakistan.india/.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/south/01/06/india.pak/index.html
http://cnn.com/2002/WORLD/asiapcf/south/01/06/india.pakistan.spyplane/index.html
http://fyi.cnn.com/SPECIALS/2001/india.pakistan/
http://fyi.cnn.com/SPECIALS/2001/kashmir/overview.html
http://www.ummah.net/kashmir/
http://www.clas.ufl.edu/users/gthursby/kashmir/

America Strikes Back

1. Where is the U.S. taking its Taliban and al Qaeda detainees? What is the status of the U.S.-led hunt for Osama bin Laden, Mullah Omar and their top lieutenants? Why do some people believe that the situation in Afghanistan remains as dangerous as it was before the Taliban fell?

2. Who is Henry Kissinger? What is his position on the search for Osama bin Laden? Do you agree with his position? Why or why not? Who is the interim leader of Afghanistan? How many hard-core Taliban and terrorist fighters does he believe remain in Afghanistan? Should the U.S. react this information? Why or why not? If so, how?

LINKS:
http://fyi.cnn.com/2002/US/01/06/gen.war.against.terror/index.html

Salang Tunnel

1. Where is the Salang tunnel located? Why is it a vital link between North and South Afghanistan? For how long has it been impassible? Why are some Afghans now crossing through the tunnel? Why is this journey difficult and risky? What businesses are thriving because of the reopening of the tunnel?

2. Why is the reopening of the Salang tunnel important to Afghanistan? Refer student groups to multimedia resources, including the links below, to learn more about the geography and history of Afghanistan. Have students identify some of the political, economic and cultural divisions that exist between North and South Afghanistan. Instruct students to consider how the geography of Afghanistan has contributed to these divisions. After groups share their findings, ask: Why do many feel that the reopening of the Salang tunnel is symbolically significant? How might the reopening of the tunnel impact the nation's political and economic future? Discuss.

3. Teachers: For a CNNfyi.com article on Afghanistan's history, please go to: http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/central/01/04/ret.vause.otsc/&e=923
http://www.graduatingengineer.com/news-archive/2001/12/07/FSUP/0000-1392-KEYWORD.Missing.htm
http://geography.miningco.com/library/maps/blafghanistan.htm
http://www.afghan-web.com/
http://www.afghana.com/SocietyAndCulture/History.htm
http://www.odci.gov/cia/publications/factbook/

Normality

1. How has life changed as a result of the September 11 attacks and the war against terrorism? According to the video, what evidence suggests that the news media has "rediscovered normality"? Have you noticed other changes in the way news is being covered by the media? If so, explain.

2. Have student groups comb multimedia news sources to learn about how different media have covered the war against terrorism, and other news stories. After each group presents its information, ask:
   - To what extent has the news media influenced the ability of Americans to resume a sense of normalcy following the September 11 attacks?
   - Has the media's coverage of the war on terrorism and other news events been balanced, fair and appropriate? Why or why not?

After the discussion, instruct each group to write a script for a mock CNN NEWSROOM segment that presents a report of current international and domestic news events. Challenge each group to present its information in a balanced and socially responsible manner. After students read their scripts to the class, ask: Which of the students' segments presented the most balanced perspective on international and national news events? Why? Do you think the war on terrorism deserves the attention it has received? State your rationale.

LINKS:
http://www.cnn.com/
http://www.cnn.com/SPECIALS/
http://www.bbc.co.uk/

Year 2002

1. According to the video, what events might make the headlines in 2002? Why is this a period of

vigilance and vulnerability for many people throughout the world? What positive events are occurring throughout the world? Of the events mentioned in the video, which do you think will define 2002? Why?

2. Have students list the events that are mentioned in the video on the board. Next, instruct each student to conduct background research on one of the events and identify why it is politically, economically and socially important. Then, have students draw upon their research to write "backgrounders" that are similar to those found on CNNfyi.com and present them to the class. Compile your students' backgrounders and submit them to your school's library.

LINKS:
http://fyi.cnn.com/2002/US/01/02/whats.next/index.html
http://fyi.cnn.com/interactive/us/0201/whats.next/intro.frameset.exclude.html

Technological Trends

1. What are the technological trends for 2002? When it comes to new consumer electronic devices, why do you think smaller is better? Which of the devices featured in the segment did you find the most intriguing? Why?

2. Remind students that in the consumer electronics market, the buzz words are portable, wearable and wireless. Direct students to conduct research to learn more about how wireless technologies are being, or will be, integrated into our daily lives. Have students share their information and discuss whether or not these technological advances are necessary and beneficial.

   EXTENSION: Challenge pairs of students to think of ways that wireless technology could be integrated into young peoples' environments and products to enhance the lives of kids. Have students prepare formal presentations, using visual aids, to illustrate their concepts.

LINKS:
http://www.cesweb.org/
http://www.idg.net/
http://www.qualcomm.com/

Ins and Outs

1. According to the segment, what's in and what's out at the start of 2002? What were the sources of this information? Why do you think the trends mentioned in the video changed? How might these changes impact specific industries and businesses? Discuss.

2. Have groups of students compile their own list of what's in and what's out of things that pertain to kids, such as fashion, toys, names, and sayings. After students share their ideas, ask: What factors are driving these new trends? How long do you think these trends will last? Why?

EDITOR'S NOTE:
India-Pakistan border
Kashmir
Line of Control

Salang tunnel
normality
technology
wireless
trends

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CNN NEWSROOM Guide

January 08, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:00...03:40
U.S. senators meet with Afghanistan's interim leader.

Ask CNN ... 01:10...04:50
How does the U.S. military organize its forces?

Blair Visit ... 04:40...09:30
British Prime Minister Tony Blair visits India and Pakistan.

Prime Minister Blair ... 05:20...14:50
CNN correspondent Robin Oakley profiles Tony Blair.

Web Site Information ... 00:45...15:35
Information on the CNN NEWSROOM Daily Classroom Guide

Charity ... 06:50...22:25
-Controversy surrounds the allocation of relief funds to the families of Sept. 11 victims.
-How do you put a monetary value on human life?

Rockwell Exhibit ... 04:10...26:35
Norman Rockwell's paintings tour the U.S.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Who is the new interim leader of Afghanistan? Who are some of the U.S. senators that are currently touring Central Asia? Why did this group of lawmakers travel to Afghanistan? What issues did they discuss with Prime Minister Hamid Karzai?

2. What area of Afghanistan is the target of allied air strikes? What specific targets have the U.S. hit in recent weeks? For how long has the U.S. been bombing Afghanistan? What questions have been raised regarding the death of Sgt. Nathan Ross Chapman? Why do you think the U.S. has vowed to stop revealing where it thinks Osama bin Laden and Mullah Omar are located? Do you support this decision? Why or why not?

3. Teachers: For a CNNfyi.com article and lesson plan on the hunt for Osama bin Laden, visit the following Web site: http://fyi.cnn.com/2001/fyi/news/12/20/osama.bin.laden/index.html.

LINKS:
http://www.cnn.com/2002/US/01/07/gen.war.against.terror/index.html

Blair Visit

1. What is the status of relations between India and Pakistan? Why have tensions between these two nations escalated in recent weeks? Why is the international community concerned about the troop buildup that is taking place in Pakistan and India?

2. Who is Tony Blair? Why did he visit India and Pakistan? Why were these trips politically significant? What action is Pakistani President Pervez Musharraf planning to take to help defuse tensions with India? Do you think Mr. Blair should serve as the mediator between India and Pakistan? Why or why not?

3. According to Pakistan, what is the difference between a terrorist and a freedom fighter? Why do you think Pakistan makes this distinction? Do you think it is important to the war against terrorism that allied nations establish a universal definition of terrorism? Explain.

4. Have students consult multimedia resources to learn how different nations define terrorism. Then challenge groups of students to come up with a definition of terrorism that would be acceptable to all allied nations. After each group shares its definition, have group members identify the challenges that the group encountered while completing the assignment.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/south/01/07/pakistan.blair/index.html
http://fyi.cnn.com/2002/WORLD/asiapcf/south/01/06/blair.india/index.html
http://fyi.cnn.com/SPECIALS/2001/india.pakistan/

Prime Minister Blair

1. How long has Tony Blair served as Britain's prime minister? With what political party is he affiliated? What significant struggles and accomplishments has he experienced since September 11, 2001? What

is his country's position on the war against terrorism?

2. What did Prime Minister Blair do to demonstrate his support for the U.S. after the September 11 attacks? What benefits does he derive from this relationship? Why do you think Blair is able to maintain a close relationship with the U.S. without damaging Britain's relationship with Europe? Does the relationship between the U.S. and Great Britain give the British government leverage with the European Union as well as with the U.S.? Explain. How do you think Blair would respond if the U.S. decided to take military action against Iraq?

3. Recently, much has been discussed about preventing terrorism in democratic societies. In a recent speech, Prime Minister Blair said: "And here in this country (Britain) and in other nations around the world, laws will be changed, not to deny basic liberties, but to prevent their abuse and protect the most basic liberty of all, freedom from terror." Do you think it will be possible for the free nations of the world to offer their citizens "freedom from terror"? State your rationale.

   EXTENSION: Refer students to the last three Web sites below to learn more about the government of Britain and the political parties that comprise Britain's Parliament. Have groups search for answers to these questions:
   1. What are the House of Commons and the House of Lords?
   2. What is the role of Britain's prime minister?
   3. How do Britain's political parties differ?
   4. What branches of government exist in Britain?
   5. Does Britain have a constitution?

   Share group findings and, in class discussion, compare Britain's political system to that of the U.S. Ask students: How does the role of Britain's prime minister differ from the U.S. president's role?

LINKS:
http://cnn.com/2002/WORLD/asiapcf/central/01/07/blair.afghanistan/index.html
http://www.cnn.com/2001/WORLD/europe/10/02/ret.blair.address/
http://www.number-10.gov.uk/
http://www.cnn.com/SPECIALS/2001/ukvote/
http://www.bbc.co.uk/vote2001/

Charity

1. How have the terrorist attacks impacted the families of September 11 victims? How many charities have raised money to aid these families? How much money have charities raised so far? Why is it difficult for many families of September 11 victims to obtain financial assistance from relief charities?

2. According to initial news accounts, how much money did the U.S. government offer families of those killed on September 11? Why was this amount misleading? Who is Kenneth Feinberg? What is the Feinberg Formula? What challenges lie ahead for Feinberg as he attempts to compensate the families of September 11 victims?

3. Solicit students' views on how the September 11 relief funds should be allocated. Ask students to recall previous stories of families whose lives have been forever changed as a result of the terrorist attacks. Ask students:
   - Who are some of the individuals who were lost in these attacks?
   - What other losses (such as injuries and property damage) were experienced?

- Should individuals who have endured physical suffering and/or property damage be given financial aid as well?

After brief discussion, divide the class into small groups. Have each group develop and present a plan for allocating relief funds to those individuals and families they think should receive them. Have each group present its plan and discuss the rationale used to determine who should receive aid, and how much money should be awarded in specific cases. Discuss the difficulties groups faced in making their determinations.

LINKS:
http://fyi.cnn.com/2001/US/12/20/rec.victims.compensation/index.html
http://www.usnews.com/usnews/usinfo/popUp1.htm
http://www.usdoj.gov/victimcompensation/
http://www.uwnyc.org/sep11/
http://www.redcross.org/

Rockwell Exhibit

1. Who was Norman Rockwell? Why is he important in both American history and American art history? What type of paintings were his specialty? Why is Rockwell considered the first American "pop artist"? Why was his work criticized by art critics? When did Rockwell die?

2. In the video, CNN correspondent Phil Hirschkorn states that, "A lot of what we see in Rockwell's paintings are iconic images." What does Hirschkorn mean? If Rockwell were alive today, what iconic images of America and Americans might he paint? Why?

3. Have students find examples of Rockwell's paintings on the Web sites listed below. Ask each student to choose one painting and critique it in terms of subject, color, painting techniques, and attitude. What makes the painting distinctly American? Ask each student to present the painting and his or her critique. Have students compare their findings to see if common traits can be found among the paintings.

LINKS:
http://www.guggenheim.org/exhibitions/rockwell/
http://www.nrm.org/
http://www.paonline.com/zaikoski/rockwell.htm
http://www.normanrockwellvt.com/

EDITOR'S NOTE:
senator
Hamid Karzai
Tony Blair
India and Pakistan
terrorism
charities
Feinberg Formula
Norman Rockwell

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CNN NEWSROOM Guide

January 09, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 06:30...07:10
-Can Pakistan's president quell tensions between Pakistan and India?
-Pakistanis prepare for war.

Kashmir ... 02:35...09:45
The fate of Kashmir remains uncertain.

In the Headlines ... 02:35...12:20
President Bush signs a landmark education bill into law.

Ask CNN ... 01:05...13:25
What are the powers and responsibilities of the Office of Homeland Security?

America Strikes Back ... 02:15...15:40
The U.S. prepares to send al Qaeda and Taliban prisoners to Guantanamo Bay.

Afghan Widows ... 02:55...18:35
Thousands of Afghan widows struggle to survive.

School With No Home ... 02:20...20:55
Students near ground zero reflect on the events of Sept. 11.

A Living Memorial ... 06:05...27:00
-Many people flock to ground zero to pay their respects.
-What should be done with the World Trade Center site?

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: India-Pakistan Tension

1. Why have tensions between Pakistan and India escalated in recent weeks? Why is the international community concerned about the troop buildup that is taking place in Pakistan and India? How has the international community responded to the Pakistan-India crisis?

2. Who is Pervez Musharraf? Why has the current crisis between Pakistan and India put him in a tight spot? According to Pakistan, what is the difference between a terrorist and a freedom fighter? Why do you think Pakistan makes this distinction?

3. How do you think war might impact the people of Pakistan and India? Why are many Pakistanis preparing for war? What specific measures are they taking? Do you think these measures are warranted? Why or why not?

4. What type of speech is President Musharraf expected to make this week? Group students. Instruct each group to assume the role of a speech writer for Mr. Musharraf. Have each group conduct multimedia research to learn more about the history of relations between Pakistan and India, and the political and military issues facing these nations. Then, have each group draw upon its research to craft a speech for Musharraf in which he attempts to quell tensions between Pakistan and India. After groups deliver their speeches to the class, have students select the most persuasive speech.

   EXTENSION: Following Musharraf's speech later this week, have students analyze Musharraf's message and its potential impact on the Pakistan-India crisis.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/south/01/08/pakistan.address.reut/index.html
http://cnn.com/2002/WORLD/asiapcf/south/01/08/pakistan.india.1100/index.html

Kashmir

1. Why is Kashmir a disputed territory? How many wars have Pakistan and India fought over Kashmir? Why have tensions escalated between Pakistan and India in recent weeks? What three political groups have a vested interest in the future of Kashmir? Why do some believe that it is unlikely that Kashmir will become an independent state?

2. Refer students to their texts, the Internet and other resources to learn more about the history of this region, as well as its ethnic and religious composition. Ask students to identify the claims that India, Pakistan and the Kashmiris have to it. Have students share their information. Then direct them to use their data to develop a list of the benefits and drawbacks of the following scenarios regarding the future Kashmir: independence, union with Pakistan or the continuation as a part of India. After students complete the list, ask:
   1. Which alternative is the most progressive plan for Kashmir's future?
   2. Do you think this plan could be successfully implemented? Why or why not?
   3. What do you think is in store for Kashmir's political future?

LINKS:
http://fyi.cnn.com/SPECIALS/2001/india.pakistan/
http://www.ummah.net/kashmir/
http://www.clas.ufl.edu/users/gthursby/kashmir/

In the Headlines: Education Reform

1. What bill did President George W. Bush sign into law yesterday? How much money does the bill authorize the U.S. federal government to spend on education? What are some of the key provisions of the new bill? In what way does the bill treat education more like a business?

2. Point out to students that highlights of the "No Child Left Behind Act of 2001" include:
   1. annual testing of children in math and reading from grades three through eight
   2. greater spending flexibility for school districts
   3. a significant increase in federal funding for reading
   4. money for children to receive supplemental educational services
   5. additional aid for schools whose students fail to improve over two years
   6. a "safety valve" for students trapped in failing schools.

   Then, divide your class into six groups and have each group research one of the provisions of the new bill. Have each group examine the pros and cons of the provision for:
   - families
   - communities
   - teachers
   - local, private and rural schools
   - states
   - the economy.

   After each group presents its findings, have students discuss whether or not they support the new bill.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/01/08/bush.education/index.html
http://edworkforce.house.gov/issues/107th/education/nclb/tpsamericaseconomy.htm
http://fyi.cnn.com/SPECIALS/2001/schools/

America Strikes Back

1. Where is the U.S. planning to detain al Qaeda and Taliban prisoners? How does the capture of these prisoners help the allied war effort? Why are these prisoners considered extremely dangerous?

2. Teachers: For a CNNfyi.com article and lesson plan on Guantanamo Bay and why the U.S. is sending al Qaeda and Taliban prisoners to this site, go to:
   http://fyi.cnn.com/2002/fyi/news/
   01/07/cuba/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/central/01/08/ret.afghan.prisoners/index.html

Afghan Widows

1. How many widows are there in Kabul, Afghanistan? What types of hardships do these women face?

Why are many Afghan women unemployed? What action has the CARE organization taken to help the women of Afghanistan in recent years?

2. During the last few months, some U.S. leaders, including First Lady Laura Bush and Senator Hillary Rodham Clinton, have focused public attention on the plight of Afghanistan's women under the Taliban. Ask students to consider what role the international community should play in guaranteeing basic human rights for the women of Afghanistan under a new government.
    1. Generate a class discussion about the benefits of women's rights for Afghanistan's economy, society, government and standing in the international community. Have students consider whether Afghan women might encounter any resistance to reinstatement of their basic rights.
    2. Divide the class into small groups.
    3. Give each group ample time to discuss the possible courses of action for the international community and select one to recommend to the rest of the class. For example, groups might consider instituting economic or political sanctions if women's rights are not honored under a new government.
    4. Have each group appoint a spokesperson and present its recommendation. Discuss the potential consequences of each recommendation for both Afghanistan's women and the international community.

LINKS:
http://www.afghan-info.com/Ethnicst.htm
http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/26/ret.afghan.women/index.html
http://www.time.com/time/world/article/0,8599,185651,00.html
http://www.care.org/info_center/afghanistan/index.asp

School With No Home

1. Where was the High School of Economics and Finance located in relation to the World Trade Center? How were students from this school affected by the September 11 terrorist attacks? What difficulties do these students face as a result of the attacks?

2. What is empathy? Why is it important that people know how to empathize with one another? What evidence suggests that the students profiled in the video have gained empathy for others as a result of living through the September 11 attacks? What challenges do you think lie ahead for these students?

3. Teachers: Please note that students who have witnessed, experienced or who have been directly affected by the terrorist attacks are at risk for developing Post Traumatic Stress Disorder (PTSD). Though its symptoms can occur soon after the event, PTSD often surfaces several months or even years later. If you would like additional information about the symptoms, effects, and treatment of PTSD in children and adolescents, please visit the following National Center for Post Traumatic Stress Disorder Web site:
http://www.ncptsd.org/facts/specific/fs_children.html.

LINKS:
http://www.ed.gov/offices/OVAE/nahs/abstracts/infonewyo.html
http://fyi.cnn.com/2001/fyi/lesson.plans/09/18/web.resources/index.html

A Living Memorial

1. Why are people visiting ground zero in New York City? How many people were killed at the World Trade Center on September 11, 2001? How many of these victims have been recovered and identified? Why is it important to surviving family members and friends that the victims' bodies are found? Do you want to visit ground zero? Why or why not?

2. How much land did the World Trade Center (WTC) occupy? What are some of the different ways that people want to use this land after it is cleaned up? How does New York City Mayor Michael Bloomberg think the land should be used? Who is Larry Silverstein? What legal right does he have regarding the use of this land?

3. Ask students: What do you think should be done with the WTC site? Have groups of students develop plans for how they think the land should be best used. What types of buildings and/or memorials should be built? Challenge students to consider economic, political, and psychological factors. Instruct each group to create a model of its plan and present it to the class.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/memorial/
http://fyi.cnn.com/SPECIALS/2001/trade.center/
http://cnn.com/2001/US/09/25/vic.wtc.tower/index.html
http://www.creativetime.org/towers/

EDITOR'S NOTE:
Pervez Musharraf
Pakistan
Kashmiris
education bill
Guantanamo Bay
women's rights
empathy
memorial

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CNN NEWSROOM Guide

January 10, 2002

Introducing CNN Student News! It's On Air, Online and Hands On - and it's coming January 22. Click http://turnerlearning.com/studentnews/announcement.html for more information.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:15...05:55
-Military officials prepare for the arrival of al Qaeda and Taliban detainees.
-The U.S. government seeks aliens from countries with active al Qaeda cells.

Web Site Information ... 00:45...06:40
Information on the CNN NEWSROOM Daily Classroom Guide

Rebuilding Lives ... 02:40...09:20
Afghan citizens start to rebuild their lives.

Afghan Documentary ... 02:10...11:30
Afghan filmmakers want to rebuild the nation's movie industry.

Afghan Animals ... 02:20...13:50
Rescue workers head to Afghanistan to help the nation's injured animals.

School With No Home: Part 2 ... 02:40...16:30
Students near ground zero are displaced from their school.

Student Bureau ... 03:00...19:30
What is ROTC?

Ask CNN ... 00:45...20:15
What is the difference between the CIA and the FBI?

FBI ... 06:20...26:35
What does it take to have a career with the FBI?

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Where is the U.S. planning to detain al Qaeda and Taliban prisoners? Why was this site chosen? What preparations are being made at Guantanamo Bay for the detainees? How many detainees will the facility at Guantanamo Bay eventually be able to hold? How long will the detainees remain at Guantanamo Bay?

2. Teachers: For a CNNfyi.com article and lesson plan on Guantanamo Bay and why the U.S. is sending al Qaeda and Taliban prisoners to this site, go to: http://fyi.cnn.com/2002/fyi/news/01/07/cuba/index.html.

3. Why is the U.S. Justice Department trying to track down 6,000 aliens under deportation orders for violating U.S. laws? Which countries are these aliens from? Why is this initiative controversial?

4. What is "ethnic profiling"? How has the Justice Department responded to accusations that it is engaging in ethnic profiling? Do you think the department's initiative violates civil liberties? Why or why not? Do you support the initiative? Discuss.

5. Have students comb multimedia news sources to identify some of the other measures that the Bush administration is using to combat terrorism in the U.S. List their responses on the board. Ask students: What do you think of these measures? At what point, if any, should civil liberties be curtailed to enhance security?

LINKS:
http://fyi.cnn.com/2002/US/01/09/gen.war.against.terror/index.html
http://fyi.cnn.com/2002/US/01/09/ret.detainees.flights/index.html
http://www.nara.gov/exhall/charters/billrights/preamble.html
http://www.lectlaw.com/files/con19.htm
http://www.aclu.org/
http://www.whitehouse.gov/response/investigativeresponse.html
http://civilliberty.about.com/library/weekly/aa091201a.htm

Rebuilding Lives

1. Who is Sadako Ogata? Why is she visiting Afghanistan? What difficulties do the Afghans featured in the video face? What mistakes have coalition partners made in the past in terms of rebuilding Afghanistan? What is the goal of the upcoming conference in Tokyo?

2. Ask students: What are some of the key issues that will need to be addressed during the rebuilding of Afghanistan? Inform students that these issues include:
   - returning refugees
   - revitalizing agriculture

- expanding education
- repairing roads
- assuring clean water
- restoring electrical power
- creating employment opportunities.

Have students consider the challenges associated with each of these issues. What types of assistance should coalition partners provide? Do you think the international community will be interested in sustaining support for the rebuilding of Afghanistan after the al Qaeda network and Osama bin Laden are gone? Why or why not?

LINKS:
http://europe.cnn.com/2001/WORLD/asiapcf/central/11/20/gen.afghan.reconstruction/
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1721000/1721885.stm
http://www.unhcr.ch/cgi-bin/texis/vtx/home
http://www.unhcr.ch/cgi-bin/texis/vtx/home/+lwwBm9eO+xpwwwwlwwwwwwwhFqnN0bltFqnDni5AFqn

Afghan Documentary

1. What is the status of Afghanistan's movie industry? How is the movie studio featured in the CNN Newsroom segment "a reflection of what Taliban rule brought to Afghanistan"? What challenges do you think lie ahead for filmmakers as they attempt to rebuild Afghanistan's movie industry?

2. What is the topic of the documentary "Resistance"? Refer students to the links below to learn about the accomplishments of General Ahmed Shah Massoud, the circumstances surrounding his death, and why many Afghans regard him as a hero. After students present their findings, ask: Why do you think the Northern Alliance Cultural Committee supported the production of "Resistance"? How do you think Massoud will be regarded by Afghans in years to come?

LINKS:
http://fyi.cnn.com/2001/WORLD/asiapcf/central/10/22/masood.bindra/index.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/massoud.html

Afghan Animals

1. How extensive is animal suffering in Afghanistan? What organization is sending a rescue team to Afghanistan to help animals that have been injured by war? What type of aid will teams from the World Society for the Protection of Animals (WSPA) provide? Which animals are likely to receive treatment first? Why? What is the current state of the Kabul Zoo and its animals?

2. Refer students to the links below to learn more the WSPA's Afghanistan relief mission and the challenges that lie ahead for WSPA's rescue workers. What types of animals will be treated? What logistical, economic and political challenges might the rescue workers encounter? Do you think it is important that the livestock and pet animal populations in Afghanistan be rescued? Why or why not? What can people do to support the WSPA's relief efforts? Discuss.

LINKS:
http://www.wspa-americas.org/afghan_assess.htm
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1666000/1666987.stm

School With No Home: Part 2

1. Why are students from the High School of Economics and Finance without a school? Where and when are these displaced students taking classes? What are some of the other ways that these students' lives have changed as a result of being displaced? When will these students be able to return to their high school? How do they feel about returning to their school?

2. Teachers: Please note that students who have witnessed, experienced or who have been directly affected by the terrorist attacks are at risk for developing Post Traumatic Stress Disorder (PTSD). Though its symptoms can occur soon after the event, PTSD often surfaces several months or even years later. If you would like additional information about the symptoms, effects, and treatment of PTSD in children and adolescents, please visit the following National Center for Post Traumatic Stress Disorder Web site: http://www.ncptsd.org/facts/specific/fs_children.html.

LINKS:
http://www.ed.gov/offices/OVAE/nahs/abstracts/infonewyo.html
http://fyi.cnn.com/2001/fyi/lesson.plans/09/18/web.resources/index.html

Student Bureau: ROTC

1. What is ROTC? Why did the cadets featured in the video join ROTC? What military rank do ROTC cadets achieve upon graduation? What skills and training are these cadets receiving through ROTC?

2. What do you think are the qualities of a good leader? Give an example. How might the skills that ROTC cadets learn be useful in other areas of life? Explain.

3. If any of your students have participated in Junior ROTC, have them share their experiences and opinions about the program. Refer students to the links below to learn more about ROTC. After students share their findings, ask: If you are planning to go to college, would you consider joining ROTC? Why or why not?

LINKS:
http://www.todaysmilitary.com/chart_mil_rotc.html
http://www.militaryinfo.com/careers/rotc_reserves.htm

FBI

1. What is the FBI? Who is C. W. Saari? For how long has he been with the FBI? How did he become interested in the FBI? What is his current job within the organization?

2. What does it take to be a special agent? Explain how the actions you take when you are young can affect you later if you are interested in a career with the FBI. What subject areas and skills does Saari suggest for students who are interested in working for the Bureau? Where is the FBI's training academy located? What specific kinds of instruction do agent trainees receive there?

3. How does Saari respond to the public perception of the agent's job as "dangerous"? Does he see any downsides to a career as an agent? Explain. Explain the role of the Rapid Deployment Force. Why does Saari think that his job is "one of the best jobs in the world"?

4. When and how was the Federal Bureau of Investigation established? Direct students to the first two

Web sites below and other resources to learn more about the history of the FBI. After students share their findings, generate a class discussion about the role of a national law enforcement agency in a democratic society. Have students consider the following questions: To whom is this agency accountable? What are the limits of its authority? What is its role in promoting freedom? What unique challenges does the FBI face as it enforces the law within the framework of the U.S. Constitution?

5. Challenge students to learn more about careers in law enforcement. Invite professionals in this field to talk to students about careers as special agents, police officers, communications officers, prosecuting attorneys, crime lab technicians, etc. Encourage students to research law enforcement careers with which they may not be familiar, and share their information with the class.

LINKS:
http://www.fbi.gov/
http://www.fbi.gov/kids/6th12th/history/history.htm
http://www.usdoj.gov/
http://www.cia.gov/
http://www.officer.com/

EDITOR'S NOTE:
Guantanamo Bay
ethnic profiling
coalition partners
General Ahmed Shah Massoud
Kabul Zoo
ROTC
law enforcement
FBI

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CNN NEWSROOM Guide

January 11, 2002

Coming soon to a TV and computer near you – CNN Student News! Click http://turnerlearning.com/studentnews/announcement.html

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:25...04:05
A group of U.S. special forces is sent to the Philippines.

Guantanamo Bay ... 02:35...06:40
Guantanamo Bay has been under U.S. control since 1898.

Crash Reaction ... 02:10...08:50
Seven U.S. Marines die in a plane crash.

In the Headlines ... 04:05...12:55
-Attorney General John Ashcroft recuses himself from the Enron probe.
-CNN's Wolf Blitzer looks at the history of Enron's decline.

Teen Investment Scam ... 02:55...15:50
The SEC says a teenager is behind a fraudulent investment Web site.

U.S. Food Supply ... 02:20...18:10
The FDA issues guidelines to improve food safety in the U.S.

Survival Training ... 05:30...23:40
U.S. air crews train at the Arctic Survival School.

Ground Zero ... 02:55...26:35
Tickets are now required to view ground zero.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What type of defense bill did President George W. Bush sign into law yesterday? Where is the U.S. sending its al Qaeda and Taliban prisoners? Why is Mr. Bush sending Special Forces to the Philippines? How many soldiers have been sent? How many troops are expected to be deployed to the Philippines?

2. Using a world map, have students identify the location of the Philippines in relation to Afghanistan. What is the Abu Sayyaf? What is Abu Sayyaf's connection with the al Qaeda network and Osama bin Laden? Do you support the U.S. presence in the Philippines? Why or why not?

LINKS:
http://fyi.cnn.com/2002/US/01/10/gen.war.against.terror/index.html

Guantanamo Bay

1. What is "Gitmo"? Where is it located? When and under what circumstances did the U.S. take over Guantanamo Bay? Why is this base strategically important to the U.S.? Why did tensions increase at Guantanamo Bay after 1959? Which groups of people have been held at Guantanamo Bay in recent years? Why do you think the U.S. chose Guantanamo Bay to hold its Taliban and al Qaeda prisoners?

2. Teachers: For a CNNfyi.com article and lesson plan on the history of Guantanamo Bay, go to: http://fyi.cnn.com/2002/fyi/news/01/10/cuba.base/index.html.

   Also, if you would like information and a lesson plan on why the U.S. is sending al Qaeda and Taliban prisoners to Guantanamo Bay, visit: http://fyi.cnn.com/2002/fyi/news/01/07/cuba/index.html.

LINKS:
http://fyi.cnn.com/2002/US/01/10/gen.war.against.terror/index.html
http://fyi.cnn.com/2002/US/01/09/guantanmo.history/index.html
http://www.nsgtmo.navy.mil/Default.htm

Crash Reaction

1. How many U.S. Marines died in Wednesday's plane crash in Pakistan? What are the names of the victims? Why is the death of Sgt. Jeannette L. Winters historically significant? How did Winters' parents respond to the loss of their daughter?

LINKS:
http://fyi.cnn.com/2002/US/01/09/ret.pakistan.plane/index.html

In the Headlines: Enron

1. What is the meaning of the term "recuse"? Who is John Ashcroft? Why did Ashcroft recuse himself from the Enron investigation?

2. Why is Enron under criminal investigation? What are Enron's ties to the Bush administration, the Democratic Party and members of Congress? How has the Bush administration responded to Enron's financial problems? What is the U.S. government doing to get to the bottom of Enron's bankruptcy?

3. Why would someone recuse themself? Refer students to the last three links below and other resources to research instances when people have recused themselves. Challenge students to find out whether the recusations were warranted and if there were repercussions for those involved. Have students share their findings and discuss.

4. Instruct students to review Wolf Blitzer's segment on Enron. Next, have them create a timeline of the key events related to Enron's decline. Then, refer students to the first four links below to learn more about Enron's rise to prominence and the controversy surrounding its downfall. Have students find out who was hurt by the collapse of the company's stock. After students present their findings, ask: What lessons can companies and employees learn from Enron decline?

LINKS:
http://fyi.cnn.com/money/2002/01/09/companies/enron/
http://money.cnn.com/2001/10/30/techinvestor/futrelle/
http://news.npr.org/business.html
http://www.npr.org/ramfiles/me/20011203.me.07.ram
http://www.itworld.com/Career/1862/ITW031401jackson/
http://www.unocal.com/uclnews/2001news/122801.htm
http://ethics.od.nih.gov/chapters/735-1/a1-i345.htm

Teen Investment Scam

1. What promises were made at the "Invest Better 2000" Web site? According to the Securities and Exchange Commission, how many investors were taken by these promises? Who does the SEC believe was behind this site?

2. According to authorities, how much money did Cole Bartiromo allegedly collect through this Web site? What has the teenager agreed to in response to a civil lawsuit against him? Why does the SEC believe that others helped him to pull off this Internet scam?

3. Inform students that the Securities and Exchange Commission provides detailed information on its Web site on Internet fraud. Among the investment scams explained by the SEC are the "pump and dump" scam, the pyramid scam, offshore frauds and "risk-free" frauds. Have students consult the first two Web sites below to learn about these and other online investment scams and share their findings. Generate a class discussion around the following questions:
   1. What is a scam?
   2. What is an investment scam?
   3. Why is the Internet fertile ground for fraud?
   4. How does the SEC work to protect consumers and prosecute Internet scam artists?

   Have students work in groups to conduct additional research on Internet fraud and consumer protection. Direct each group to share its information. Have groups collate their information into an informative brochure entitled "Protecting You and Your Money on the Web," and distribute the brochure to parents and students.

LINKS:
http://www.sec.gov/
http://www.sec.gov/investor/pubs/cyberfraud.htm
http://www.scambusters.org/

U.S. Food Supply

1. What is the FDA? What new guidelines did the FDA set regarding the safety of the U.S. food supply? Why did the FDA develop these guidelines? Why are these guidelines voluntary rather than mandatory? Why are some people criticizing the guidelines?

2. Why would someone want to jeopardize the U.S. food supply? Have students create a flow chart that depicts how contamination of a specific food source could impact businesses and consumers.

3. Refer students to the links below to learn more about what the FDA is doing to protect the food supply against terrorism. Also, have students identify what consumers can do to protect themselves and their families from food tampering and other kinds of food contamination. Have students share their findings in class discussion.

LINKS:
http://fyi.cnn.com/2002/US/01/09/rec.athome.facts
http://www.fda.gov/default.htm
http://www.cfsan.fda.gov/~dms/fsterr.html

Survival Training

1. Where is the Arctic Survival School located? Why are U.S. air crews being trained at this school? What kind of training are they receiving? What aspects of the crew's training intrigued you the most? Why?

2. Have students identify the Arctic region on a map. Point out that much has been learned about the Arctic since Europeans began exploring the region in the late 1500s. Challenge your students to learn more about this region by investigating Arctic expeditions throughout history. Assist them in consulting the Internet and other resources to learn more about these expeditions and the individuals who conducted them. Share students' findings and discuss how the objectives of Arctic exploration have changed over time. Ask students: What information has been learned about the Arctic as a result of these expeditions? Why is the Arctic of great importance to humans? What environmental issues exist in the Arctic? Discuss.

LINKS:
http://www.eielson.af.mil/index.htm
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/028820?op1=&st1=Arctic&op2=&st2=&op3
http://quest.arc.nasa.gov/arctic/
http://www.dartmouth.edu/acad-inst/arctic/roadmap.html
http://www.unmuseum.mus.pa.us/henson.htm

Ground Zero

1. What is "ground zero"? Why are people visiting this site? Why have tickets been issued to see ground

zero? Do you want to visit ground zero? Why or why not?

LINKS:
http://news.bbc.co.uk/hi/english/world/americas/newsid_1749000/1749974.stm
http://www.startribune.com/stories/425/855769.html

EDITOR'S NOTE:
Philippines
Abu Sayyaf
Guantanamo Bay
recuse
John Ashcroft
Enron
FDA
Arctic Survival School

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CNN NEWSROOM Guide

January 14, 2001

Tune in to THE WB Network on Monday, Jan. 21 at 8PM/ET, 7PM/CT for 7th Heaven's "Suspicion," a compelling educational program about the effects of intolerance. For more info and FREE online educational guides visit http://www.cnnfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

SPECIAL REPORT ... 00:10...00:50

Top Story ... 05:50...06:40
-India reacts to Pakistan's promise to eradicate terrorism.
-Many Pakistanis are pleased with Pres. Musharraf's approach.

On the Border ... 06:00...12:40
-Villagers anticipate war along the India-Pakistan border.
-Kashmir's tourism office is not a busy place.

Ask CNN ... 01:30...14:10
How did the U.S. acquire its base at Guantanamo Bay, Cuba?

America Strikes Back ... 02:40...16:50
Afghan detainees reveal plans to attack the U.S.

Rebuilding Afghanistan ... 03:10...20:00
Circumstances dictate unusual business locations in Kabul.

In the Headlines ... 04:40...24:40
-Bush officials deny any improper action regarding Enron.
-The fallout from Enron could engulf Wall Street.

Honoring a Hero ... 02:20...27:00
Honor comes late to an African-American hero of WWI.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: India-Pakistan Tensions

1. Who is Pervez Musharraf? What was the major point he made in his most recent speech to the people of Pakistan? How have India's leaders reacted to this message? What actions has Pakistan taken that demonstrate its intent to destroy terrorism within its borders?

2. Where is Kashmir? Why does the issue of Kashmir remain "a huge sticking point" between India and Pakistan? What is Pakistani President Musharraf offering as a possible solution? How has India responded to the idea of international mediation? How is the U.S. weighing in on this debate?

3. According to Pervez Musharraf, how are extremist groups changing the direction of Pakistan? What do you think he means when he speaks of the "supremacy of the law"? How might extremists threaten that supremacy? Why is this a dangerous state of affairs? What is President Musharraf doing to demonstrate his intent to eradicate extremism in Pakistan? How did the Pakistani citizens in the video react to his speech and his actions? Discuss.

4. In responding to President Musharraf's speech, Indian External Affairs Minister Jaswant Singh said, "We have to go not by stated intent, but action on the ground." Read this quote to students and ask them to analyze what Mr. Singh is trying to say. Refer students back to the video, and ask them to recall the actions Pakistan has taken against terrorism. To what degree do students think Indian leaders should be satisfied with President Musharraf's actions? Why? Discuss.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/south/01/13/india.pakistan/index.html
http://pmindia.nic.in/
http://www.pak.gov.pk/

On the Border

1. Where is the village of Hardialla? Why is it nearly empty? Who has stayed behind? Why? What happens to the villages along the Pakistan-India border every time tensions increase between the two countries? In spite of this, why do some of these villagers welcome the prospect of war?

2. Who is Kashmir's deputy director of tourism? How long has Nazir been working in the tourism office? What does he do all day? What does his staff do? What attractions once brought tourists to Kashmir? Why don't they come to the region now?

3. Use this opportunity to help students learn more about the culture and history of Kashmir. Divide the class into groups and have each group conduct research to learn more about this region. Share group findings. Ask students if Kashmir sounds like the kind of place they would like to visit. Discuss what it would take to entice tourists to come back to Kashmir.

LINKS:
http://travel.state.gov/travel_warnings.html
http://www.jammu-kashmir.com/
http://www.jammukashmir.nic.in/

Ask CNN

1. Teachers: For a CNNfyi.com story and lesson plan on the history of Guantanamo Bay, please visit: http://fyi.cnn.com/2002/fyi/news/01/10/cuba.base/index.html.

Rebuilding Afghanistan

1. What kind of business does Mohammed Aghah own? What is unusual about the place where his business is housed? Why won't Aghah consider moving to a more traditional building? How have these "container stores" arisen as a result of circumstances in Kabul?

2. What does Wazir Ghul do for a living? Why have these containers become so popular among storeowners? How might the next job for these containers signal the beginning of an economic recovery for Afghanistan?

LINKS:
http://www.countryreports.org//afghanistan.htm
http://www.odci.gov/cia/publications/factbook/geos/af.html

In the Headlines: Enron

1. What happened to Enron? Why are Democrats in Washington asking for details of Enron's contact with the Bush administration? Who is Ken Lay? Which cabinet officials did he call last October? Why? How did Secretaries Evans and O'Neill respond? According to the White House, when did President Bush learn of these calls?

2. Why do some Democrats think Secretaries Evans and O'Neill should have made information on calls from Enron executives public? How do Evans and O'Neill respond to this demand?

3. Why do some believe that Wall Street bankers may have had a role in Enron's demise? According to former SEC Chairman Arthur Levitt, who "shares the blame" for the financial disaster that accompanied the fall of Enron? What did the Arthur Andersen company do for Enron? What is an auditor? Why are some members of Congress suggesting that Arthur Andersen could also face charges?

4. Generate a class discussion about the meaning of the word "accountability." Then, lead a class brainstorming session to generate a list of players mentioned in these two segments who have been connected to the Enron case. The class list should include Enron, Arthur Andersen, and Bush administration officials, among other general players. Write each of these players on the board. Have students refer back to the video or conduct research to learn to whom each of these players is held "accountable." Remind students that some of these individuals and companies may be accountable to many people or authorities. Share student findings. Ask students: Which of the players listed are accountable to the public? What is the "public trust"? How would authorities go about determining whether any of these people or companies broke the law and/or violated the public trust? Discuss.

LINKS:
http://fyi.cnn.com/2002/LAW/01/13/enron/index.html
http://www.time.com/time/business/article/0,8599,193520,00.html

Honoring a Hero

1. Who was Henry Johnson? Where is he buried? When did his family learn he was buried there? Why is Arlington National Cemetery a special place? Why, according to Sgt. Johnson's son, has it taken so long for his father's contributions to be recognized?

2. Under what command did Sgt. Johnson fight in World War I? Why did he fight under the French? What award did he receive for his bravery? Who is George Pataki? What does he want next for Sgt. Henry Johnson? What is the Medal of Honor? How does Henry Johnson's son feel about the possibility of his father receiving this award?

3. Direct students to the Web sites below and other resources to learn more about Henry Johnson. Share students' information. Share this quote from CNN's Bruce Morton: "America is fighting a new war, and still struggling to heal the scars of an old one." Ask students what they think Morton means. After brief discussion, direct groups of students to use what they have learned about Henry Johnson, and the circumstances under which he served, to create designs for monuments that commemorate his contributions to freedom, both at home and abroad.

LINKS:
http://www.albany.edu/cuyt/HJ2/finalHJ_files/v3_document.htm
http://www.state.ny.us/governor/press/year01/feb12_2_01.htm

EDITOR'S NOTE:
Pervez Musharraf
terrorism
Kashmir
Kabul
Henry Johnson
Arlington National Cemetery
Medal of Honor
Purple Heart

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CNN NEWSROOM Guide

January 15, 2002

Coming soon to a TV and computer near you – CNN Student News! For more information, go to: http://turnerlearning.com/studentnews/announcement.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:10...01:20

Top Story ... 08:00...09:20
-A shareholders' lawyer accuses Enron executives of "cooking the books."
-CNN's Brooks Jackson explores the complicated facts behind the Enron debacle.
-Should government officials have acted to save Enron?

Ask CNN ... 01:15...10:35
What is being done to "root out" terrorist cells already in place in the U.S.?

Airport Security ... 03:20...13:55
Commercial airlines scramble to meet new baggage screening regulations.

Kabul Cinema ... 03:30...17:25
Moviegoers rush to the reopened Kabul Cinema.

Web Site Information ... 00:45...18:10
Information on the CNN NEWSROOM Daily Classroom Guide

Sundance Film Festival ... 02:30...20:40
Documentaries on the Sept. 11th attacks approach the disaster from different viewpoints.

Terror and the Arts ... 03:10...23:50
CNN's Jeanne Moos examines some artistic reactions to the events of 9/11.

Arts Funding after 9/11 ... 03:20...27:10
N.Y. artists try to recover emotionally and financially after the terrorist attacks.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Enron

1. What is Enron? What relationship did the Arthur Andersen accounting firm have to this company? Why is the Arthur Andersen company under scrutiny for actions with Enron? According to the video, what is shareholders' attorney William Lerach accusing Enron's executives of doing? Why is Congressman John Dingell charging that there is evidence of "insider trading" at Enron? How has Enron's attorney responded to this charge? What questions have arisen regarding Enron and some members of the Bush adminstration? Why do you think the reporter refers to the investigation of Enron as "sprawling"?

2. Who do many former Enron employees believe is responsible for their losing money in Enron stock? In reality, did these employees have any choice in the matter? Explain. At what price was Enron stock selling one year ago? According to shareholders' attorney Eli Gottesdiener, why didn't employees sell when the stock began to slide? When did the "lockdown" on employees' 401(k) plans begin? Could employees have sold their stock prior to that lockdown? At what price per share was Enron stock selling on the last day employees could have sold? When the 401(k)'s were unfrozen on November 12th, at what price was Enron stock selling? On what date did Enron file for bankruptcy?

3. Why do some experts believe that the Enron case demonstrates a need to change 401k laws? Why do others believe that the federal government should have a limited role in individual investment plans?

4. According to Treasury Secretary Paul O'Neill, why didn't the Bush administration try to save Enron? How have Democrats on Capitol Hill responded to this reasoning? Do you think congressional Democrats would have viewed a Bush administration bailout of Enron as good economic policy or favoritism? Explain.

5. When does the U.S. government intervene to save troubled companies? Give some examples of such government actions. Why isn't Enron on this list? What companies larger than Enron have not received government help? According to Michael Moskow, President and CEO of the Federal Bank of Chicago, why doesn't the Enron bankruptcy have a "significant impact" on the U.S. economy?

6. Understanding the Enron story mandates that students have a working knowledge of some basic investment terms. Replay these video segments, and have students list the terms they think students should know in order to understand this story. List students' terms on the board. The following terms, among others, should be included in this list:
   - 401(k)
   - insider trading
   - "cooking the books"
   - annual report
   - Securities and Exchange Commmission (SEC)
   - stock price
   - earnings estimates
   - "lockdown"
   - bankruptcy.

   Divide the class into small groups. Direct each group to choose one or more of these terms and

research its meaning. Have each group appoint a spokesperson to present an explanation of its chosen term(s). Combine all the groups' information into a resource sheet that students can refer to as they follow the Enron story.

LINKS:
http://fyi.cnn.com/2002/LAW/01/14/enron/index.html
http://money.cnn.com/
http://investorwords.com/

Airport Security

1. Approximately how many bags do commercial airlines handle each day? According to the video, are there enough detection machines to handle this number? What options are some airlines considering to adequately screen checked baggage? What is "bag matching"? Why do some experts insist this won't work? What are some criticisms of implementing manual searching and bomb-sniffing dogs? What "loophole clause" in the new law allows airlines to use other means of screening baggage?

2. Why are some airlines asking the federal government for more time to meet the new screening requirements? How do families of the victims of the September 11th attacks feel about this request? What is gridlock? Do you think that the claim that the new screening requirements would cause "aviation gridlock" is a valid one? In your opinion, should this argument be used as a reason to allow the airlines time to come up with alternative screening systems? State your rationale.

3. In the video, we hear that some believe the new aviation security law gives the airlines flexibility, while others say it gives the airlines "too much leeway." Ask students to research both sides of this issue and share their findings. Direct each student to use what he/she has learned to develop an informed opinion on the issue of the new baggage screening regulations. Have each student write an editorial in which he/she advocates an extension for the airlines or the implementation of the law this week, as mandated by Congress.

LINKS:
http://faa.gov/
http://www.ntsb.gov/
http://www.airlinesafety.com/

Kabul Cinema

1. Why are many residents of Kabul seeing movies for the first time? How is the local population responding to the reopening of the Kabul Cinema? What "sign of a still nervous city" exists for Kabul's moviegoers?

2. Who are the Taliban? What did the Taliban do to the movie industry in Afghanistan? Why was the Kabul Cinema closed for six years? What does this movie theater represent to the citizens of Kabul? Why do you think that, in spite of their harsh dictates, the Taliban was unable to "kill" Afghanistan's art and music?

3. For a backgrounder and information on Afghanistan under the Taliban; please direct students to this CNNfyi.com site:
http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html.

LINKS:
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1664000/1664864.stm

Sundance Film Festival

1. What is the Sundance Film Festival? How many documentaries at this festival focus on the 9/11 attacks? Describe some of the different images and perspectives offered by these documentaries. If you were a filmmaker interested in the story of September 11th, what are some of the images and words you might want to use to tell this story? Why do you think there are so many different perspectives on this story?

LINKS:
http://www.cnn.com/SPECIALS/2002/sundance/

Arts Funding after 9/11

1. Where was Monika Bravo's studio before the September 11th attacks? Describe the video she shot on September 10th. Where does Bravo work now? From whom is she getting financial help? Where do filmmaker Beverly Peterson and her husband live and work? Why were they evacuated for weeks following the attacks? What did they lose as a result? How are they coping with the emotional and financial challenges resulting from the September 11th attacks?

2. What is the NYFA? How is the organization helping New York's artists recover from the consequences of the terrorist attacks? Do you think it is important that New York's artists receive emotional and financial assistance? Why or why not? If so, should others besides their fellow artists provide this support? Explain.

LINKS:
http://www.nyfa.org/
http://www.artswire.org/

EDITOR'S NOTE:
Enron
401(k)
stock price
capitalism
baggage screening
cinema
Sundance Film Festival
arts funding

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CNN NEWSROOM Guide

January 16, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:00...01:10

Top Story ... 04:10...05:20
-The NYSE moves to delist Enron stock.
-Could greater regulation have prevented Enron's collapse?

Look Ahead ... 00:45...06:05
Jan. 22nd: CNN Newsroom becomes CNN Student News!

America Strikes Back ... 01:20...07:25
-American Taliban fighter John Walker will face trial in the U.S.
-U.S. soldiers are awarded medals for bravery in Afghanistan.

Afghanistan De-mining ... 03:50...11:15
It may be a decade before Afghanistan is free of landmines.

Kabul University ... 03:40...14:55
Kabul University is slowly coming back to life.

Web Site Information ... 00:45...15:40
Information on the CNN NEWSROOM Daily Classroom Guide

Somalia ... 12:00...27:40
-CNN Newsroom's Joel Hochmuth offers a backgrounder on Somalia.
-Somalia could be the next target in the War on Terrorism.
-Mogadishu is a politically divided city.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Enron

1. What is the New York Stock Exchange? Why has the NYSE delisted Enron? How much has Enron stock's price fallen in the past year? What will likely be the new home of Enron stock? According to the video, why are some people still interested in trading Enron stock? What are some other companies whose stocks have been delisted by the NYSE?

2. Who is Paul Sarbanes? Why is he calling on the government to "evaluate the governance system of the accounting profession"? What was the accounting firm for Enron? What restrictions are the Bush administration and others considering regarding employee stock contributions to 401(k)s? Do you think greater regulation of investment and accounting practices could have prevented the Enron collapse? Why or why not?

3. In class discussion, review the general role of government in a free market economy. Next, lead a class brainstorming session to generate a list of times when the federal government intervenes in the free market to protect consumers. Review what students know about the Enron case and its consequences for investors. Remind students that some experts are advocating greater government regulation of employee retirement plans, including limiting the amount of stock employees can purchase, to prevent another Enron from happening again. What do students think the role of the federal government should be in private and corporate investment? Have each student write an essay in support of or opposition to a greater government role in protecting investors.

LINKS:
http://fyi.cnn.com/2002/LAW/01/15/enron/index.html
http://www.citizen.org/

Afghanistan De-mining

1. What are landmines? What is Halo Trust? What are members of this organization learning to do? How dangerous a job is this? Why do these men continue to do this job? How have recent wars in Afghanistan created work for people in the field, and, ironically, for victims of these wars? What evidence from the video supports the claim that Afghans are tired of war?

2. Inform students that, according to the Landmine Survivors Network, Afghanistan in one of the most mine-affected countries in the world. Approximately 11% of Afghanistan's land is believed to be "contaminated," with estimates of numbers of landmines between 1 and 10 million. In class discussion, ask students to consider the social, economic, and political effects of this landmine contamination on the Afghan population. What challenges do landmines present the new Afghan government as it goes about rebuilding the country? Discuss.

LINKS:
http://www.landminesurvivors.org/
http://www.mineaction.org/
http://opusa.org/opland/

Kabul University

1. Describe the campus of Kabul University. Why has much of it been destroyed? What happened to many of the books in its library?

2. Who is Afghanistan's new education minister? What kinds of things does he need to reopen Kabul University? What depresses him? Why do you think he has put his faith in the promises of the West? Why are some of the university's teachers returning to teach there, even though conditions are so substandard? What do you think this university symbolizes to the people of Afghanistan?

LINKS:
http://www.afghan-info.com/Kabul/KABUNIVR.HTM
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1712000/1712607.stm

Somalia

1. What nation could be the next target in the War on Terrorism? Why? Locate the country of Somalia on a world map. With what religion do most of Somalia's 15 million people identify?

2. What is anarchy? Why has anarchy prevailed throughout most of Somalia for the past ten years? When has the United States recently intervened in Somalia? How did these missions end?

3. What kind of government is in place in part of Somalia? Does the U.S. support the "TNG"? How does Somalia's interim president respond to the claim that there are terrorist bases in his country? Why do many Somalis believe it would be difficult for Osama bin Laden to hide in their country?

4. What is a warlord? What happened when the U.S. confronted Somalia in search of warlord Mohammed Aideed? Why would the Somalis interviewed in the video welcome Americans back to their country now? What do Somalis see in Afghanistan that they want for their country?

5. Why do you think the reporter describes Mogadishu as "political patchwork"? Who controls each half of the city? Why, after 11 years of fighting, is the city still divided? Why won't Mogadishu's warlords join the Transitional National Government? What major obstacle does the TNG face as it tries to govern Somalia? How did the case against Somalia as a terrorist haven come about? What neighboring nation might also be contributing to Somalia's instability?

6. Teachers: For a related CNNfyi.com story and lesson plan on Somalia, please go to: http://fyi.cnn.com/2002/fyi/news/01/15/somalia/index.html.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/so.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Somalia.html
http://www.arab.net/somalia/somalia_contents.html
http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2000/12/03/MN9522.DTL

EDITOR'S NOTE:
Enron
New York Stock Exchange
regulation

landmine
Afghanistan
Kabul University
Somalia
warlord

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CNN NEWSROOM Guide

January 17, 2002

Coming Jan. 22nd: CNN Student News, your On Air, Online and Hands On source for news and information just for the classroom! Go to: http://turnerlearning.com/studentnews/announcement.html for more information.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:10...01:20

Top Story ... 05:00...06:20
-U.S. Sec'y of State Colin Powell travels to India and Pakistan.
-Why the conflict over Kashmir?

America Strikes Back ... 03:00...09:20
The U.K. is concerned about three detainees who claim to be British citizens.

Homecoming ... 05:40...15:00
-An Afghan man comes home to his war-torn country.
-American and Afghan victims of tragedy share a common bond.

Look Ahead ... 00:45...15:45
Jan. 22nd: CNN Newsroom becomes CNN Student News!

Enron Fallout ... 06:00...21:45
-Former Enron employees try to get their careers back on track.
-Enron's collapse impacts other businesses in Houston.

Ask CNN ... 01:15...23:00
How dangerous is it reporting from the front line in Afghanistan?

Reporter's Notebook ... 04:00...27:00
CNN's Andrea Koppel shares the experience of press corps travel.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Powell's Trip

1. Who is Colin Powell? What countries is he visiting? What is his mission on this trip? Who is the current president of Pakistan? How has his recently televised address affected tensions between his country and India?

2. Why is Pakistan's foreign minister asking India to withdraw its troops from the India-Pakistan border? What does India want before it will withdraw these troops? What region is the source of ongoing dispute between the two nations?

3. When did Pakistan and India begin fighting over Kashmir? Where is Kashmir? What precipitated the first round of fighting over Kashmir? What is the "Line of Control"? Who established this boundary? What happened when the U.N. called for vote by Kashmiris to decide which country they preferred? Why does India accuse Pakistan of terrorism? How was President Musharraf's speech historically significant?

4. In his report, CNN Newsroom's Joel Hochmuth says the fighting over Kashmir is "part history and part geography." Direct students, working in groups, to conduct research to learn more about the history and geography of Kashmir. Have each group offer a formal presentation of its findings, explaining how culture, religion and location have each played a role in the violent conflict over Kashmir.

LINKS:
http://state.gov/
http://www.un.org/Depts/DPKO/Missions/unmogip.htm
http://usgovinfo.about.com/library/weekly/aa010202.htm?iam=dpile&terms=India+Pakistan

America Strikes Back

1. Where are detainees in the War on Terrorism being held? How does the U.S. classify these individuals? What do you think is the difference between classifying them as "illegal combatants" versus "prisoners of war"? According to the U.N. Human Rights Commissioner, which label is more appropriate? What international agreement protects prisoners of war?

2. How many of the detainees are claiming to be British citizens? Why are some British leaders concerned about these detainees? How has Prime Minister Blair responded to their concerns? Why are some British leaders claiming there is a "double standard" regarding the detainees? What is extradition? Do you think that the detainees who are citizens of countries outside the U.S. should be extradited to their homelands for trial? Why or why not?

LINKS:
http://www.unhchr.ch/html/hchr.htm
http://www.icrc.org/
http://www.hrweb.org/legal/undocs.html

Homecoming

1. In what country was Jahed Hamrah born? How long has he been away from Afghanistan? Why has he come back? What has happened to the house where he once lived? Who was Jahed's father? What happened to him? Where did Jahed eventually settle?

2. What is Jahed's career? What did he notice when he took a tour of a Kabul hospital? What has Jahed decided to do to help the doctors in Afghanistan? Why is he considering moving back to Afghanistan?

3. What happened to Mohammed's home on October 17th? Does he blame the U.S. for what happened? Explain. Why have four Americans who lost family members in the September 11th attacks come to Kabul? What "mutual bond" do these Americans and Mohammed share? Do you think the victim-to-victim exchange group will have a positive impact? Explain.

LINKS:
http://www.unhcr.ch/cgi-bin/texis/vtx/afghan
http://www.cnn.com/SPECIALS/2001/memorial/

Enron Fallout

1. What evidence supports Enron shareholders' claims that top executives knew of the company's troubles long before it filed for bankruptcy? Who allegedly wrote this warning letter?

2. How many former Enron employees are out of work? What is former Enron employee John Allario doing with his time? How did he find out he was fired? What happened to much of his retirement savings as a result of the Enron collapse? What position did Allan Sommer hold at Enron? What was he told to do the day Enron declared bankruptcy? How does he describe that experience?

3. What kind of business does John Ho own? How has his business been affected by the fall of Enron? How have Houston's charities been impacted by Enron's collapse? In what other ways has the fall of Enron affected life in Houston?

4. Ask students to consider how the collapse of a major corporation in their area might affect other businesses and charities there. Divide the class into small groups. Direct each group to choose one large employer in their area and brainstorm a list of direct and indirect consequences of its hypothetical failure. Have groups create diagrams illustrating the ripple effects of the closing of their businesses on others. Have each group present and explain its diagram. Ultimately, how might the fall of one of these businesses affect students' lives? Discuss.

5. For more questions and activities on the Enron case, go to these CNN Newsroom guides: January 14, 2002, January 15, 2002, and January 16, 2002.

6. Teachers: For a backgrounder on the fall of Enron, along with educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://fyi.cnn.com/2002/LAW/01/16/enron/index.html

Reporter's Notebook

1. Who is CNN's Andrea Koppel covering as he travels to India and Pakistan? Where does this journey begin? Why do you think the traveling journalists are so interested in their seat assignments on the plane? How will they spend much of their travel time? Why do you think so many journalists accompany government officials, like Secretary Colin Powell, on international trips? If you were a member of the press corps, do you think you would find the traveling aspect of your job tedious or exciting? Explain.

EDITOR'S NOTE:
Colin Powell
Kashmir
detainees
Geneva Conventions
prisoners of war
Enron
Houston
U.S. State Department

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CNN NEWSROOM Guide

January 18, 2002

SPECIAL NOTICE: There will be no CNN Newsroom and Guide on Monday, Jan. 21, in observance of the Martin Luther King, Jr. holiday in the U.S. When we return on Tuesday, we'll have a new name:
CNN Student News!

Don't forget: Tune in to THE WB Network this Monday at 8PM/ET, 7PM/CT for 7th Heaven's "Suspicion," a compelling educational program about the effects of intolerance. For FREE online educational guides visit http://turnerlearning.com/thewb/7thheaven/suspicion/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 06:15...07:05
-CNN Newsroom's Joel Hochmuth reviews this week's developments in the Enron story.
-Can the accounting industry avoid a crisis of confidence in the wake of Enron?

In the Headlines ... 07:25...14:30
U.S. Sec'y of State Powell travels to Pakistan, India and Afghanistan.

America Strikes Back ... 03:30...18:00
-U.S. authorities release pictures of 5 suspected al Qaeda terrorists.
-An uneasy calm lies over Camp X-Ray.

Ask CNN ... 01:15...19:15
What is the difference between a war and a "holy" war?

Afghanistan Tourism ... 02:50...22:05
Afghanistan's minister of tourism works to rebuild the nation's tourism industry.

Student Bureau ... 05:00...27:05
A "7th Heaven" episode addresses the effects of racial and religious intolerance.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Week in Review: Enron

1. What has recent information revealed about what members of the Bush administration knew in advance about Enron? What has information revealed about what top executives knew about the financial health of Enron before its collapse? What was Enron's accounting firm? How has the fall of Enron affected Arthur Andersen? How has the New York Stock Exchange reacted to the fall of Enron's stock price?

2. Why does the fall of Enron raise questions about some accounting practices? What is a "crisis of confidence"? Who is Harvey Pitt? What are he and his department doing to avoid a crisis of confidence in financial standards? What does "disclosure" mean? How could suspicion about the accuracy of financial statements of publicly-held corporations have disastrous consequences for corporations, investors, and the market as a whole?

3. What is the SEC? Have students work in groups to learn more about the Securities and Exchange Commission and its potential role in helping to avoid a crisis of confidence in financial standards. Have groups share their findings. Ask students to investigate other times when the SEC has been involved in corporate or market regulation. What was the outcome in each case? Inform students that the SEC Web site indicates that the agency "protects investors and maintains market integrity." Ask: What is "market integrity," and why is it so important to the health of the U.S. economy? Discuss.

4. For more questions and activities on the Enron case, go to these CNN Newsroom guides: January 14, 2002, January 15, 2002, and January 16, 2002.

5. For a CNNfyi.com backgrounder on the Fall of Enron, go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

   Teachers and students: Test your knowledge of this week's news! Check out the **Weekly News Quiz** on CNNfyi.com!

LINKS:
http://www.sec.gov/
http://money.cnn.com/2002/01/17/news/sec_pitt/

In the Headlines: Diplomatic Mission

1. What event has resulted in the deployment of Indian and Pakistani troops along their mutual border? What is Pakistani President Pervez Musharraf doing to help ease the tension between his country and India? Why do some of the alleged extremists feel they are being unjustly targeted? How are Pakistani officials responding to these claims?

2. After traveling to India, why did U.S. Secretary of State Colin Powell stop in Afghanistan? Who is the head of Afghanistan's interim government? What are some of the challenges he and his country face as they rebuild? According to Secretary Powell, what are the United States' priorities in Afghanistan?

Why was Powell's visit to the U.S. Embassy in Kabul significant?

3. As a class, review the reasons why Secretary of State Powell met this week with Indian and Pakistani leaders. Inform students that recently, U.S. Senator Bob Graham, chairman of the Senate Intelligence Committee, called the India-Pakistan conflict "one of the most dangerous situations on the globe." Ask students to explore the reasons why the senator and others feel this way. Have students work in groups to research the origins of this conflict and its possible consequences for the international community. Have groups share their findings. Ask: Should we be concerned about a possible war between India and Pakistan? Why or why not?

LINKS:
http://www.time.com/time/world/article/0,8599,193959,00.html
http://state.gov/
http://usgovinfo.about.com/library/weekly/aa010202.htm?iam=dpile&terms=India+Pakistan

America Strikes Back

1. What was the content of the video and photos released by the U.S. Justice Department yesterday? Why is Attorney General John Ashcroft asking for the public's help in capturing the individuals seen in these pictures?

2. Where are the detainees in the War on Terrorism being held? Who will be visiting the detainees to determine how they are being treated? What concern supercedes their humane treatment at Camp X-Ray? How many detainees currently reside there? Where do they spend most of their time? Why are some critical of this living arrangement? How are the detainees reacting to their captors? Why do you think "the calm adds to the tension" at this camp?

LINKS:
http://fyi.cnn.com/2002/US/01/17/ret.frontlines.facts/index.html
http://www.hrweb.org/legal/undocs.html

Afghanistan Tourism

1. Who is Abdul Rahman? What is the emphasis of his work at this point in time? What is the state of Afghanistan's tourism industry? How might Afghans benefit ecnomically and socially from tourism? How might tourists benefit from visiting Afghanistan? What problems must be overcome before tourism can thrive in Afghanistan?

2. Help students identify types of companies that might want to help Afghanistan rebuild its tourism industry. What might Afghanistan's minister of tourism say or do to persuade potential international investors to establish businesses in Afghanistan? Pose this question to students. Next, group students and have each group conduct research to learn about Afghanistan's natural wonders, potential tourist attractions, and its tourism-related business opportunities. Then, direct each group to prepare and present a multimedia presentation designed to attract companies to invest in Afghanistan's tourism industry.

LINKS:
http://www.lonelyplanet.com/destinations/middle_east/afghanistan/

Student Bureau: "Suspicion"

1. What is the topic of the upcoming episode of the "7th Heaven" television show? Why did the creators of "7th Heaven" decide to develop this episode? What evidence from the video suggests that kids will be able to relate to the show?

2. Define the terms "prejudice" and "discrimination." Give examples. Why do prejudice and discrimination occur? Do you think prejudice and discrimination are innate or learned? Explain. Does prejudice or discrimination occur in your community? Explain. If so, has the incidence of prejudice or discrimination increased as a result of the September 11 attacks? Discuss. Have you ever been the victim of prejudice or discrimination? If so, how did it make you feel?

3. Remind students that the creators of the "Suspicion" episode hope that the show will compel people to fight discrimination. Ask: To what extent do you think television influences people's attitudes and beliefs? Discuss. Have students brainstorm a list of social issues. Write their responses on the board. Next, challenge students to think of television shows that have addressed these issues. Have students summarize the shows and discuss whether or not the programs were able to affect positive social change.

4. Teachers: For additional information and activities on the effects of prejudice and intolerance, check out the educational guide for the "7th Heaven" episode "Suspicion" at: http://turnerlearning.com/thewb/7thheaven/suspicion/index.html.

LINKS:
http://www.adl.org/prejudice/default.asp
http://fyi.cnn.com/2001/WORLD/europe/09/19/gen.muslim.attacks/index.html
http://www.aaiusa.org/Tragedy/index.html
http://www.tolerance.org/about/site_guide.html

EDITOR'S NOTE:
Enron
Arthur Andersen
SEC
accountant
Colin Powell
Hamid Karzai
Camp X-Ray
discrimination

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CNN NEWSROOM Guide

January 22, 2002

Welcome to the new CNN STUDENT NEWS!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:25... 00:25

TODAY'S NEWS ... 00:30...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Rebuilding Afghanistan ... 03:35...04:40
Nations pledge billions of dollars to rebuild Afghanistan.

Civil Liberties ... 08:50...13:30
-U.S. leaders and activists commemorate Dr. Martin Luther King Jr's civil rights legacy.
-Americans have been concerned about civil liberties during times of war.

Chronicle: Rebuilding Afghanistan ... 03:00...16:30
Afghans face many obstacles as they try to rebuild their country.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:40
Daily Reports, features, and today's CNN Student Bureau story

The Other Side of Africa: Ethiopia ... 03:45...20:25
Pilgrims flock to Ethiopia to see the monolithic churches of Lalibela.

Health Report: Obesity ... 01:20...21:45
Obesity is one of America's fastest growing health problems.

Student Bureau ... 03:50...25:35
A proposed law could tighten immigration loopholes for international students.

Where in the World? ... 00:30...26:05
Can you name this country? Answer: Ethiopia

CNN NEWSROOM CLOSE ... 01:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Rebuilding Afghanistan

1. How much money does Afghanistan's interim government have left? How many nations have united to help rebuild Afghanistan? How much money do organizers hope to raise to see Afghanistan through the next two and a half years? According to the World Bank, how much money will Afghanistan need over the next five years? Why do you think so many nations have agreed to help finance the rebuilding of Afghanistan?

2. What is the purpose of the Tokyo conference? What are Afghanistan's most pressing needs? How much money has the U.S. pledged to help rebuild Afghanistan? What restriction has the U.S. placed on the use of these funds? To you think the U.S. should impose this restriction? Why or why not? Do you support America's long-term commitment to help rebuild Afghanistan? Discuss.

3. Teachers: For a CNNstudentnews.com article and lesson plan related to this topic, please visit the following Web site:
http://fyi.cnn.com/2002/fyi/lesson.plans/01/21/rebuild.afghanistan/

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/east/01/21/rec.richard.roth.otsc/index.html

Civil Liberties

1. Who was Dr. Martin Luther King Jr.? How did President George W. Bush and first lady Laura Bush commemorate King's birthday? Why do you think Mr. Bush declared King a "modern-American hero"?

2. What evidence suggests that Americans have been concerned about civil liberties during times of war? What methods does Israel use to extract information from suicide bombers and other terrorists? Why are these methods controversial? What is the "writ of habeas corpus"? Do you think this writ should be upheld during times of war? Why or why not?

3. What did the United States government do to more than 100,000 Japanese-Americans living in the U.S. after the attack on Pearl Harbor? Why did the U.S. government pursue this course of action? Do you think there is any danger that the U.S. government could take similar action today? State your rationale.

4. Have students comb multimedia news sources to identify some of the measures that the Bush administration is using to combat terrorism in the U.S. List their responses on the board. Ask students: What do you think of these measures? At what point, if any, should civil liberties be curtailed to enhance security?

5. Remind students that hundreds of civil rights activists gathered in Washington, D.C. to commemorate Dr. King's birthday, and to express concern that the civil liberties for which King fought for are being

threatened in the wake of the September 11 attacks. Refer students to their texts and other resources to learn more about the accomplishments of King and the ideals for which he stood. Then, have each student write an essay that addresses the following question: If King were alive today, how do you think he would respond to the activists' concern that American civil liberties are in jeopardy? Have students write speeches from the perspective of King and deliver them to the class.

6. Inform students that, in a recent issue of Time magazine, Charles Krauthammer defends President Bush's domestic measures in the war on terrorism. He presents this as the classic scenario for breaching the law during war: "There is a nuclear bomb hidden in New York City. It is set to go off in 30 minutes. You have captured a terrorist who knows where it is. To find out, are you allowed to torture him, let alone suspend his Miranda rights?" Krauthammer goes on to state that, "Only a moral idiot would say no." Present the class with Krauthammer's scenario and solicit students' responses. Do students agree or disagree with Mr. Krauthammer's reasoning? Discuss.

7. Group students and assign each group a time period between 1798 and the present. Direct groups to their textbooks and other resources to identify examples of when Congress has curtailed civil liberties to protect national security. Have students research the history and circumstances surrounding these legislative actions. Following each presentation, ask: Did the legislative action achieve its goal? Why or why not? What civil liberties were sacrificed? Do you think it was necessary for these liberties to have been sacrificed? Why or why not?

LINKS:
http://www.cnn.com/2002/US/01/20/king.holiday/index.html
http://www.nara.gov/exhall/charters/billrights/preamble.html
http://www.lectlaw.com/files/con19.htm
http://www.aclu.org/
http://www.whitehouse.gov/response/investigativeresponse.html
http://civilliberty.about.com/library/weekly/aa091201a.htm
http://fyi.cnn.com/2001/fyi/news/11/29/civil.liberties/index.html

Chronicle: Rebuilding Afghanistan

1. What are the most pressing problems facing Afghans? Why is it difficult for Afghanistan's leaders to prioritize their country's needs? Why is international aid essential to the survival of Afghanistan?

2. Which sectors of Afghanistan's infrastructure need to be rebuilt? To what extent are these sectors interconnected? Group students and assign each group one of the following sectors of Afghanistan's infrastructure:
    1. education
    2. food
    3. health care
    4. sanitation
    5. security
    6. roads
    7. housing
    8. electricity
    9. communications.

    Refer each group back to the video and multimedia resources to learn more about its sector. Have each group identify why it is important to Afghanistan's infrastructure that the sector be rebuilt. What challenges will Afghans likely face in rebuilding the sector? After groups present their findings, have

the class create a web chart that depicts how these sectors are interconnected. Ask students: Which national problems do you think Afghanistan's new government should address first? Why?

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/east/01/21/afghan.donors/index.html
http://www.mofa.go.jp/region/middle_e/afghanistan/min0201/

The Other Side of Africa: Ethiopia

1. Locate the modern nation of Ethiopia on a world map. How old are the monolithic churches of Lalibela? What makes these churches unique? Who built these churches? What is the legend surrounding their construction? What two types of churches exist at Lalibela? What is a "rockhewn" structure? What do the churches in each of the two main groups symbolize? Describe some of the features of the Lalibela churches. How do the modern accommodations in the area mimic the ancient structures?

2. Share this quote from African historian Dr. John Henrik Clarke with your class: "History is a clock that people use to tell their political and cultural time of day." Generate a class discussion about this quote. Then, divide your class into small groups. Challenge each group to take one of Africa's ancient empires, such as Kush, Axum, Ghana, Mali, Nubia, Zulu, or Songhai, and conduct research to learn more about its political and cultural history. Have each group make a formal presentation of its findings. Groups should relate the important events and achievements of their civilizations to others around the world at similar periods in time. Discuss ancient African contributions to the "clock" that is the human story.

3. Teachers: For a comprehensive CNNstudentnews.com site on The Other Side of Africa, go to: http://fyi.cnn.com/fyi/interactive/specials/africa/.

LINKS:
http://www.wsu.edu:8080/~dee/CIVAFRCA/CIVAFRCA.HTM
http://artsedge.kennedy-center.org/aoi/resources/hg/ancient.html
http://www-sul.stanford.edu/depts/ssrg/africa/history/hisking.html

Health Report: Obesity

1. What is obesity? What health problems are associated with obesity? How many people die each year from complications related to obesity and physical inactivity? What percentage of children in the U.S. are overweight?

2. To enhance your students' understanding about the serious nature of obesity, refer them to the Web sites below. Instruct students to find information on the etiology of obesity, and the physical and psychological effects of this disease. Have students discuss their findings. Next, challenge groups of students to identify different medical, psychological and holistic approaches for treating obesity. Have each group present its findings, and, as a class, discuss the benefits and drawbacks of each approach.

   EXTENSION: Why do you think physical education is disappearing in U.S. schools? What are the downsides of a de-emphasis on physical education? What is the status of physical education at your school? If physical education classes have diminished at your school, what can the school, parents and community do to compensate for the lack of physical education? Discuss.

LINKS:
http://216.185.112.5/presenter.jhtml?identifier=4639
http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm
http://www.nhlbi.nih.gov/health/prof/heart/index.htm#obesity

Student Bureau: Student Visas

1. What is a student visa? Who is Mutieb Aloraini? What is his country of origin? Why is he in the U.S.? Why was he recently interviewed by the FBI? How did he react to this questioning?

2. Before the September 11 attacks, did the U.S. government keep tabs on international students? How is that changing? Who is Dianne Feinstein? What kind of legislation is she proposing to address the issue of student visa restrictions? How do some experts believe this legislation could impact international students living in the U.S.? According to those who oppose this legislation, how might tighter student visa restrictions negatively impact the U.S.? Do you think tightening student visa laws is a justified response in the interest of national security, or an overreaction to the threat of terrorism? Explain.

3. What do students think of the possible tightening of student visa laws? Have students work in groups to learn more about the student visa issue and proposed changes to these laws, specifically focusing on the bill co-sponsored by Senators Feinstein and Kyl. Have groups share their findings in class discussion. Challenge each student to prepare a 2-3 minute television editorial in which he/she states his/her support for or opposition to the Feinstein-Kyl proposal. If possible, have students videotape their editorials and replay them for the class.

LINKS:
http://www.senate.gov/~feinstein/releases01/r-visas1.htm
http://www.ins.usdoj.gov/graphics/index.htm
http://www.us-immigration.org/

EDITOR'S NOTE:
interim government
Tokyo conference
Dr. Martin Luther King Jr.
civil liberties
Ethiopia
monolithic churches
obesity
immigration loopholes

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CNN NEWSROOM Guide

January 23, 2002

Welcome to the new CNN STUDENT NEWS!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:20...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Kmart Bankruptcy ... 00:45...01:50
Kmart files for bankruptcy.

Enron Investigation ... 02:25...04:15
The FBI investigates allegations of document shredding at Enron.

Islamic Charities ... 06:55...11:10
The Bush administration cracks down on Islamic charities.

Chronicle: Detainee Debate ... 01:55...13:05
U.S. critics debate whether al Qaeda and Taliban detainees are POWs.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:15
Daily Reports, features, and today's CNN Student Bureau story

The Other Side of Africa: South Africa Diamonds ... 07:15...20:30
Diamonds are one of South Africa's greatest natural resources.

Business Report: Trend Finder ... 03:00...23:30
Researcher Tru Pettigrew follows teen trends.

Student Bureau ... 02:45...26:15
Elementary school students express their appreciation to N.Y. firefighters.

Where in the World? ... 00:30...26:45
Can you name this country? Answer: South Africa

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Kmart Bankruptcy

1. What is Kmart? Why has Kmart filed for Chapter 11 bankruptcy?

   Teachers: Visit CNNstudentnews.com for more information and activities on Kmart's decision to file for bankruptcy and its repositioning plan.

LINKS:
http://www.cnn.com/money/2002/01/22/companies/kmart/index.htm

Enron Investigation

1. What is Enron? What relationship did the Arthur Andersen accounting firm have to this company? Why is Arthur Andersen under investigation? What recent allegations against Enron is the FBI investigating?

2. What evidence from the CNN Student News segment suggests that "it is not the underlying offense that causes trouble, as often as it is the efforts to cover it up"? Challenge students to think of other examples from the news or their own lives that support this assertion.

3. Who is David Duncan? Why was he fired from Arthur Andersen? What was Arthur Andersen's policy on shredding documents? What does it mean to be "subpoenaed"? Why do you think David Duncan and Nancy Temple will probably be subpoenaed by U.S. House investigators?

4. What is the penalty for destroying or altering documents with the intent of making them unavailable for use in a legal proceeding? Have students identify the differences between a felony and a misdemeanor, and the different types of crimes that fall under these categories. Then, direct students to the last two links below to learn about other shredding cases. After students share their findings, ask: Do you think document shredding should be a felony? Discuss.

5. Teachers: For more questions and activities on the Enron case, go to the following CNN Student News guides: January 14, 2002, January 15, 2002, and January 16, 2002.

   For a CNNstudentnews.com backgrounder on the fall of Enron, go to:
   http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://fyi.cnn.com/2002/LAW/01/22/enron/index.html
http://fyi.cnn.com/2002/US/01/22/famous.shredders.ap/
http://fyi.cnn.com/2002/US/01/22/shredders.at.glance.ap/

Islamic Charities

1. What progress has the U.S. announced in the financial war on terrorism? What does it mean to "freeze the assets" of terrorist organizations? Why does the Bush administration consider this action such an important step in the war on terrorism?

2. What is Hamas? What is the relationship between Hamas, Osama bin Laden and the al Qaeda network? Which U.S-based Islamic charities is the U.S. government targeting? Why is the U.S. government freezing these organizations' assets?

3. How have representatives from The Holy Land Foundation and other targeted charities responded to the U.S. government's crackdown? How are these organizations and their potential aid recipients being affected by the U.S. government's actions?

4. Why are some legal experts bothered by the crackdown on Islamic and Muslim charities? Do you think these concerns are legitimate? Why or why not? Why do you think the U.S. government's evidence against these charities is classified? Should the U.S. government release its evidence to the public? State your rationale. Do you think the U.S. government should continue to freeze these organizations' assets? Discuss.

5. Review the video with your students. Have them list the different terrorist groups mentioned in the video. Then direct students to conduct research to identify the countries where these organizations operate. Ask students to share their information in class discussion. Using pushpins, mark each of the countries where these terrorist groups operate on a world map. Ask students: What conclusions can you draw about the global reach of al Qaeda and its associated terrorist groups? Discuss the political and economic advantages a global network offers to these terrorist operations.

LINKS:
http://cnn.com/2002/US/01/09/ret.terror.freeze.list/index.html
http://usinfo.state.gov/topical/pol/terror/01122006.htm
http://fyi.cnn.com/2001/US/11/07/inv.freezing.assets/index.html
http://cnn.com/2001/US/12/20/ret.100.days/index.html
http://www.cnn.com/SPECIALS/2001/binladen/
http://dsc.discovery.com/news/features/terror/terror.html
http://www.terrorism.com/index.shtml

Chronicle: Detainee Debate

1. Where is the U.S. holding al Qaeda and Taliban prisoners? How does the U.S. classify these individuals? Why is the U.S. government using this term "detainees" rather than "prisoners of war"? What international agreement protects prisoners of war?

2. Why are some activists, including former U.S. Attorney General Ramsey Clark, opposed to classifying the al Qaeda and Taliban prisoners as detainees? Why have these activists taken legal action?

3. Teachers: If you would like information and a lesson plan on why the U.S. is sending al Qaeda and Taliban prisoners to Guantanamo Bay, visit:
http://fyi.cnn.com/2002/fyi/news/
01/07/cuba/index.html.

Also, for more information and teaching materials on the controversy surrounding the treatment of al Qaeda and Taliban detainees, go to:
http://fyi.cnn.com/2002/fyi/news/01/15/cuba.detainees/index.html.

LINKS:
http://cnn.com/2002/US/01/22/ret.guantanamo.detainees/index.html

The Other Side of Africa: South Africa Diamonds

1. Have students locate South Africa and its neighboring countries on a world map. What are some of South Africa's major industries? Which of South Africa's natural resources has the greatest value?

2. When and where was the first diamond discovered in South Africa? How did the discovery of diamonds affect the Kimberley area and the economy of South Africa? What is the De Beers group? How has De Beers contributed to the evolution of the diamond industry?

3. What are "blood diamonds" or "conflict diamonds"? According to the diamond industry, what percentage of the global diamond market is derived from blood diamonds? What figure do human rights campaigners offer to dispute this percentage? What does this discrepancy suggest? What is the "Kimberley Process"? What are the pros and cons of this initiative for consumers and De Beers? Discuss.

4. Point out to students that billions of dollars generated by the sale of conflict diamonds enables rebels to arm themselves heavily with advanced weapons and to enlist new soldiers in civil wars. Divide your class into four groups. Have each group prepare a presentation about the history and impact of the civil war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo or Angola. Have each group identify the role of diamonds in the conflict. Following the presentations, have each student write an essay in response to one of the following three questions:
   1. Does the diamond industry, as a whole, contribute to these conflicts? If so, how?
   2. What can the diamond industry and the international community do to help stop the violence in these countries?
   3. Will stopping the trade of blood diamonds end the wars in these African nations?

   Have students share their essays and discuss.

5. Teachers: You can access two online articles related to this story by visiting the following CNNstudentnews.com sites:
   http://fyi.cnn.com/2001/fyi/news/11/22/diamond.history/

   http://fyi.cnn.com/2001/fyi/news/11/20/diamond.science/index.html

   For more information and activities related to blood diamonds, go to the following two Riverdeep.net sites:
   http://www.riverdeep.net/teaching_the_news/ttn_2000/july/072500t_diamonds.jhtml

   http://www.riverdeep.net/teaching_the_news/

news_2000/feb/front.010200.diamonds.jhtml

To access a comprehensive CNNstudentnews.com site on The Other Side of Africa, go to: http://fyi.cnn.com/fyi/interactive/specials/africa/.

LINKS:
http://www.amnh.org/exhibitions/diamonds/
http://www.debeersgroup.com/

Business Report: Trend Finder

1. Who is Tru Pettigrew? What type of work does he do? What trends among today's 12-24 year olds are mentioned in the segment? How might companies like Reebok, Timberland and JanSport benefit from knowing the trends among young adult consumers?

2. How does "Generation Y" differ from similar demographic groups of the past, such as the "Gen X'ers" and the "Baby Boomers"? Have students consider economic, political, and sociocultural factors.

3. What motivates and influences the spending habits of today's teens? Challenge groups of students to interview other young people to get a general sense of their spending priorities. What kinds of products and services do teenagers buy? Have each group collate its data and share its "top five" products/services with the class. In class, discuss how the market could best serve young consumers for each of these products/services. For example, if many teens spend their money on movies, but can afford a limited number of movies per month, how could the industry offer young customers a way to see more movies and still be profitable? Have each group choose one of the class' recommendations and write to a business manager or owner suggesting this idea.

LINKS:
http://www.y-access.com/about/parents_content.html
http://www.channelseven.com/newsbeat/2000features/news20000713.shtml
http://seattletimes.nwsource.com/news/business/html98/altgeny_021398.html
http://www.wa.gov/ago/youth/

Student Bureau: NFYD Thanks

1. Where is Pullen Elementary School? What are students there doing to express their appreciation to New York firefighters? How do the students' words reflect the feelings of much of the nation?

2. How many men from Engine 201 were lost on September 11, 2001? What word do the elementary students repeatedly use in their video to describe these men? How are these "everyday heroes" constantly reminded of what they lost on September 11? To what extent do you think the messages of support benefit the firefighters?

3. Remind students that, everyday, emergency personnel, including police, firefighters and medical professionals (like EMTs), put themselves in harm's way to protect and serve the public. Have your class consult local government authorities to learn of an appropriate way to thank these individuals. As a class, compose a video, write letters, or create a special message on your school's message board that conveys sincere appreciation to the everyday heroes in your community.

LINKS:

http://www.ci.nyc.ny.us/html/fdny/home.html

EDITOR'S NOTE:
bankruptcy
Enron
document shredding
terrorism
civil liberties
detainees
blood diamonds
South Africa

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CNN NEWSROOM Guide

January 24, 2002

Welcome to the new CNN Student News program. For additional educational resources check out our new Web site: CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:25...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Walker Investigation ... 02:45...03:50
American Taliban fighter John Walker arrives in the U.S.

Online Surveillance ... 07:00...10:50
The FBI boosts its online surveillance activity.

Chronicle: Detainee Debate ... 03:20...14:10
-The U.S. is criticized for its treatment of al Qaeda and Taliban detainees.
-Cuba supports the U.S.-led War on Terrorism.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:20
Daily Reports, features, and today's CNN Student Bureau story

The Other Side of Africa: Rwanda ... 03:50...18:10
Teachers: Please preview this segment as some students may find the accounts in this story disturbing.
Hutus and Tutsis live together at the Nelson Mandela Peace Village.

Science Report: Congo Volcano ... 03:45...21:55
Mount Nyiragongo erupts.

Science Report: Student Tracking ... 02:50...24:45
New software lets parents monitor their kids' activities at school.

Student Bureau ... 01:50...26:35
Students have different definitions of the word "patriotic."

Where in the World? ... 00:35...27:10
Can you name this country? Answer: Cuba

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Walker Investigation

1. Who is John Walker? How old is he? Why is Walker going to the U.S. District Court in Alexandria, Virginia? Who hired an attorney for John Walker? What are the charges against him? What is the maximum penalty that Walker could receive if he is convicted?

2. What information is key to the U.S. government's case against Walker? Under what circumstances did Walker make his confession? Do you think his confession and interview with CNN should be admitted as evidence during his trial? Discuss.

3. Teachers: For articles and activities related to this story, visit the following two CNNstudentnews.com sites:
http://fyi.cnn.com/2002/fyi/lesson.plans/01/23/walker/

http://fyi.cnn.com/2002/fyi/lesson.plans/01/16/walker/.

LINKS:
http://fyi.cnn.com/2002/US/01/23/gen.war.against.terror/index.html
http://fyi.cnn.com/2002/US/01/23/ret.frontlines.facts/index.html

Online Surveillance

1. What is the FBI's role in the War on Terrorism? Why has the FBI recently increased its online surveillance activity? What are "Carnivore" and "Magic Lantern"? Why are some people concerned about the FBI's use of electronic surveillance tools to deal with terrorism in the U.S.?

2. Why are civil libertarians concerned about the rapid advancement of electronic surveillance technology? What legal loopholes could lead to the abuse of surveillance technology?

3. What new law expands U.S. law enforcement's surveillance and intelligence-gathering powers? Refer students to multimedia resources, including the last link below, to learn more about the U.S.A. Patriot Act. Have students identify when and why it was enacted, and why the law is controversial. After students share their findings, ask: With regard to the U.S.A. Patriot Act, do you think the U.S. is sacrificing civil liberties for the sake of security? Discuss.

LINKS:
http://cnn.com/2001/TECH/internet/12/11/online.surveillance.idg/index.html
http://fyi.cnn.com/2001/BUSINESS/asia/09/13/wash.fbiwebsite/index.html

http://fyi.cnn.com/2001/BUSINESS/asia/09/14/sf.digitalprivacy/index.html
http://civilliberty.about.com/library/weekly/aa091201a.htm
http://www.epic.org/
http://www.fbi.gov/
http:/fyi.cnn.com/2001/US/10/26/rec.anti.terrorism.bill/&c=747

Chronicle: Detainee Debate

1. Where is the U.S. holding al Qaeda and Taliban detainees? Why has the U.S. temporarily stopped taking more detainees from Afghanistan? Why are some people opposed to classifying the al Qaeda and Taliban prisoners as detainees? What international agreement protects prisoners of war?

2. Teachers: If you would like a CNNstudentnews.com article and lesson plan on why the U.S. is sending al Qaeda and Taliban detainees to Guantanamo Bay, visit: http://fyi.cnn.com/2002/fyi/news/01/07/cuba/index.html.

   Also, check out the following two CNNstudentnews.com sites for more information and teaching materials on the controversy surrounding the treatment of al Qaeda and Taliban detainees:
   http://fyi.cnn.com/2002/fyi/lesson.plans/
   01/23/Detainees.POWs/

   http://fyi.cnn.com/2002/fyi/news/
   01/15/cuba.detainees/index.html.

3. How has Cuba traditionally viewed the presence of the U.S. at Guantanamo Bay? How has Cuba reacted to the arrival of al Qaeda and Taliban prisoners at Guantanamo Bay?

4. What is Cuba's position on the War on Terrorism? What evidence presented in the video suggests that the relationship between the U.S. and Cuba could be improving? Why do you think many U.S. business and political leaders are eager to begin normalizing relations with Cuba?

5. Refer students to the last three Web sites below to investigate the history of relations between the U.S. and Cuba since the Cold War. Have students identify the steps that the U.S. and Cuba have taken to improve their relationship during the last five years, and whether these measures were effective. After students present their findings, have them discuss the following questions:
   1. What can the U.S. and Cuban governments do to improve their relationship?
   2. Should the U.S. lift its economic embargo against Cuba?
   3. Should the U.S. remove Cuba from its list of nations that sponsor terrorism?
   4. Should the U.S. and Cuba have open relations?
   5. Is it possible for the U.S. and Cuba to reconcile their political differences?

LINKS:
http://cnn.com/2002/US/01/22/ret.guantanamo.detainees/index.html
http://www.time.com/time/magazine/article/0,9171,1101020128-195299,00.html
http://hyperion.advanced.org/18355/index.shtml
http://www.infoplease.com/ipa/A0107443.html
http://cnn.com/SPECIALS/cold.war/

The Other Side of Africa: Rwanda

1. Where is the Nelson Mandela Peace Village located? Why did the United Nations Educational Scientific and Cultural Organization (UNESCO) establish this village? What two Rwandese ethnic groups engaged in violence against each other in 1994? Who lives in the Mandela Peace Village? How do you think the personal losses suffered by each of the village's residents affect their relationships with one another?

2. Why were literacy programs established at this village? Do you think they were important for the success of the village? Explain. Who is Fabrice Rukundo? How is he representative of the younger population of the village?

3. What happened to Edisa Barakagwira's family? When asked if she is Hutu or Tutsi, she replies," I am Rwandese." Ask students: What is the meaning and the significance of this statement? Point out to students that Rwanda was divided by civil war in the 1990s between its two different cultures, the Hutus and the Tutsis. Have students use online and print resources to learn more about the history of the relationship between the Tutsis and Hutus. Then ask: Why do you think both Hutus and Tutsis can live together in the Nelson Mandela Peace Village?

4. Who is Nelson Mandela? Refer students to the first Web site below to learn more about Nelson Mandela's philosophy and his lifelong work. Then ask: How does the existence of this village exemplify Mandela's philosophy? Discuss.

5. Teachers: To access a comprehensive CNNstudentnews.com site on The Other Side of Africa, go to: http://fyi.cnn.com/fyi/interactive/specials/africa/.

LINKS:
http://www.anc.org.za/people/mandela.html
http://www.unesco.org/
http://www1.cnn.com/EVENTS/1996/year.in.review/topten/hutu/history.html
http://www.un.rw/UNRwa/UNESCO.shtml

Science Report: Congo Volcano

1. Where is Mount Nyiragongo located? How many times has this volcano erupted during the last 15 years? How fast does the lava flow from Mount Nyiragongo travel? What is the temperature of the lava? Why did the most recent eruption of Mount Nyiragongo catch city officials in Goma by surprise?

2. What actions are scientists taking to better understand volcanos? Why is this research important? Why do volcanos exist in the Congo region of Africa? What are "tectonic plates"? What is "magma"? What is "lava"?

3. Teachers: Go to http://fyi.cnn.com/2002/fyi/news/01/18/volcano/index.html for a CNNstudentnews.com article and lesson plan on the eruption of Mount Nyiragongo.

   Also, for additional information and activities on the science of volcanos, visit Riverdeep.com's Volcano Lab at: http://www.riverdeep.net/earthpulse/data/volcanoes/volcano_lab.html.

LINKS:

http://fyi.cnn.com/2002/WORLD/africa/01/23/congo.volcano/index.html
http://www.time.com/time/interstitials/inter_aolxp.html?LOC=www.time.com/time/magazine/article/0%2C

Science Report: Student Tracking

1. What is Skyward software? How does it work? Who is using this software and why? Why is this software controversial? How secure is the information transmitted on Skyward? What information, if any, do you think should be prohibited from being used on Skyward? Why?

2. Why do you think there is a demand for Skyward software? How can enhanced communication among parents, teachers and school administrators impact a students performance? Do you think parents should use Skyward software to monitor their children's activities? Why or why not? What do you think would be the most effective way for parents and teachers to use this software? What is your opinion of the Skyward software?

3. Refer students to the first Web site below to read the Fourth Amendment to the Constitution of the United States. Then ask: What would you consider to be "unreasonable searches and seizures"? Do you think the observation system seen in the video violates students' privacy? Why or why not? Can you think of any times when technology has jeopardized "the right of the people to be secure in their persons, houses, papers, and effects"? At what point do you think technology becomes an invasion of privacy? Explain.

4. Pose the following hypothetical scenario: A similar software company has been accused of violating students' Fourth Amendment rights. Have each student write a position paper from the software engineer's perspective defending the claim that the software does not violate the Fourth Amendment. Invite students to share their position essays with the class.

LINKS:
http://www.law.emory.edu/FEDERAL/usconst/amend.html#art-4
http://www.skyward.com/
http://www.nipc.gov/
http://www.epic.org/

Student Bureau: Different Paths

1. How old are Don Lancaster and Jesse Spanke? What do the two students have in common? How do these two students differ? What plans does each have for after graduation? What do their families think about their future plans?

2. To what are Don and Jesse referring when they talk about the draft? What would Don do if he were drafted? Why does he feel this way? How would Jesse respond if he were drafted? Why would he respond this way? What is patriotism? Do you think that both of these young men consider themselves patriotic? State your rationale.

3. Ask students: Does the draft currently exist? What is the Selective Service System, and what is its status? Direct students to the Web site below to learn more about the Selective Service System. Ask students: Why is the draft currently in a kind of "stand-by" mode? Are young men required to take any action regarding the draft? What would it take to reinstate a military draft in the U.S.? Do you think this is likely to happen soon? Why or why not?

LINKS:
http://www.sss.gov/

EDITOR'S NOTE:
John Walker
surveillance
civil liberties
detainees
Cuba
Rwanda
Mount Nyiragongo
Skyward software

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CNN NEWSROOM Guide

January 25, 2002

Welcome to the new CNN Student News program. For additional educational resources check out our new Web site: CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:15...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

John Walker Lindh ... 03:10...04:05
John Walker Lindh makes his first U.S. court appearance.

Tracking Terror ... 07:15...11:20
The U.S. government goes after terrorist sleeper cells.

Chronicle: Enron Hearing ... 03:05...14:25
Kenneth Lay resigns from Enron.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:35
Daily Reports, features, and today's CNN Student Bureau story

The Other Side of Africa: Timbuktu ... 06:20...20:55
Few people are aware of the location and rich history of Timbuktu.

Week in Review: Detainee Debate ... 03:50...24:45
Some criticized the U.S. for its treatment of al Qaeda and Taliban detainees.

Student Bureau ... 02:05...26:50
Teen volunteers learn a valuable lesson at Ground Zero.

Where in the World? ... 00:50...27:40
Can you name this place? Answer: New York City

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

John Walker Lindh

1. **Who is John Walker Lindh? What legal charges have been brought against him? What is the maximum penalty that Walker Lindh could receive if he is convicted? Why is Walker Lindh's request for legal representation a source of controversy?**

2. **What information is key to the U.S. government's case against Walker Lindh? Under what circumstances did Walker Lindh make his confession? Do you think his confession and interview with CNN should be admitted as evidence during his trial? Discuss.**

3. **Teachers: For a CNNstudentnews.com article and lesson plan on this story, go to: http://fyi.cnn.com/2002/fyi/lesson.plans/01/24/Walker.court/.**

LINKS:
http://fyi.cnn.com/2002/LAW/01/24/walker.court/index.html

Tracking Terror

1. **What is al Qaeda? Who heads this terrorist network? What document recently discovered in Kabul suggests that support for Osama bin Laden and al Qaeda is widespread?**

2. **What are "sleeper cells"? Why are many sleeper cell agents based in cities? How do al Qaeda sleeper cell agents operate? Why do al Qaeda sleeper cells pose a threat to U.S. security? What is the U.S. government doing to root out sleeper cells in the U.S.? Why is this work so difficult?**

3. **What radical Islamic terrorist group is featured in this CNN Student News segment? What is this group's ultimate goal? Why are the agents in this organization considered to be some of the most dangerous terrorists in the world?**

4. **Refer students to the links below to learn more about bin Laden's al Qaeda network. With what other terrorist groups is al Qaeda associated? Using pushpins, mark each of the countries where these terrorist groups operate on a world map. Ask students: What conclusions can you draw about the global reach of al Qaeda and its associated terrorist groups? Discuss the political and economic advantages a global network offers to these terrorist operations.**

LINKS:
http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A46909-2001De
http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/
http://www.cnn.com/SPECIALS/2001/binladen/
http://dsc.discovery.com/news/features/terror/terror.html
http://www.terrorism.com/index.shtml

Chronicle: Enron Hearing

1. **Who is Kenneth Lay? What are some of Lay's educational and professional accomplishments? What was his position at Enron? Why did he resign from Enron at this point in time? In what capacity will Lay continue to serve Enron?**

2. **What is the difference between a chairman and a chief executive officer? What type of power did Lay have at Enron as both the company's chairman and chief executive officer? What person, or type of person, do you think should replace Lay? What will be the new executive's primary responsibilities? What challenges do you think this person will encounter in his/her new position?**

3. **Teachers: For more questions and activities on the Enron case, go to the following CNN Student News guides: January 14, 2002, January 15, 2002, and January 16, 2002.**

   For a CNNstudentnews.com backgrounder on the fall of Enron, go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://cnn.com/2002/US/01/24/enron.congress/index.html

The Other Side of Africa: Timbuktu

1. **Where is Timbuktu located? Why is this city historically significant? Using a map of West Africa, describe the geography of Timbuktu and its surrounding region. How did geography contribute to the evolution of this historical city?**

2. **What are nomads? What role did nomads play in the evolution of Timbuktu? Why has the city been controlled by so many different rulers? To what other regions has the Niger River Valley been compared?**

3. **Why was Timbuktu so prosperous during the 1300s? What types of products were bought and sold in Timbuktu during this era? When was Timbuktu's "Golden Age"? What intellectual and spiritual developments occurred during this period?**

4. **How has Timbuktu changed since the 16th century? What great treasures can be found in Timbuktu today? Why is Timbuktu's intellectual history so important to West Africa and the international community today?**

5. **Point out that, in 1990, Timbuktu was inscribed on the List of World Heritage in Danger. As a result, UNESCO established a conservation program to safeguard the city. Divide your class into small groups. Instruct students to imagine that they are archeologists or historians working for UNESCO. Have each group conduct research to learn more about a historical site or scholarly publication found in Timbuktu. Direct each group to prepare a brief multimedia presentation on its topic, including an explanation of why the historical site or publication should be preserved.**

6. **Inform students that, from about the 300s AD to the late 1500s, the Ghana, Mali, and Songhai empires thrived in what is now Mali. Have students learn more about the struggle for power and the celebration of new discoveries in the ancient civilization of Mali. Refer students to library and Internet resources to learn more about the geography, history and culture of the**

Mali Empire, including the Mandinka tribe of West Africa, trading centers such as Timbuktu and Jenne, and the slave trade. Then, challenge small groups of students to use a creative format, such as music, writing, storytelling or painting, to teach others about a particular aspect of the Mali civilization.

7. **Teachers: To access a comprehensive CNNstudentnews.com site on The Other Side of Africa, go to: http://fyi.cnn.com/fyi/interactive/specials/africa/.**

LINKS:
http://www.unesco.org/whc/sites/119.htm
http://www.unesco.org/whc/whreview/article7.html
http://www.pbs.org/wonders/fr_rs.htm
http://www.africana.com/
http://www.ruf.rice.edu/~anth/arch/brochure/

Week in Review: Detainee Debate

1. **What photographs have caused some people to criticize the U.S. for its treatment of its al Qaeda and Taliban captives? How did U.S. Defense Secretary Donald Rumsfeld respond to these criticisms?**

2. **Why is the Bush administration referring to the al Qaeda and Taliban captives as "detainees" rather than prisoners? Why are some people opposed to classifying those in custody as detainees? What international agreement protects prisoners of war? What will become of the detainees?**

3. **Teachers: If you would like a CNNstudentnews.com article and lesson plan on why the U.S. is sending al Qaeda and Taliban detainees to Guantanamo Bay, visit: http://fyi.cnn.com/2002/fyi/news/01/07/cuba/index.html.**

   Also, check out the following two CNNstudentnews.com sites for more information and teaching materials on the controversy surrounding the treatment of al Qaeda and Taliban detainees: http://fyi.cnn.com/2002/fyi/lesson.plans/01/23/Detainees.POWs/

   http://fyi.cnn.com/2002/fyi/news/01/15/cuba.detainees/index.html.

4. **Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.**

LINKS:
http://cnn.com/2002/US/01/22/ret.guantanamo.detainees/index.html
http://www.time.com/time/magazine/article/0,9171,1101020128-195299,00.html

Student Bureau: Ground Zero

1. **Why did the group of teenagers seen in the video recently travel to New York City? What is Ground Zero? What job did the teens have there? How did they react to what they saw and**

experienced? What motivated the teens to come to New York? What do you think they gained from this experience?

2. **Have you ever volunteered your time? If so, describe the experience. What prompted you to volunteer your time and energy to this effort? If you had the opportunity, would you be interested in helping at Ground Zero? Explain.**

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/

EDITOR'S NOTE:
John Walker Lindh
sleeper cells
Enron
Kenneth Lay
Timbuktu
detainees
terrorism
al Qaeda

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CNN NEWSROOM Guide

January 28, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:40...01:10

CNN STUDENT NEWS ... 00:10...01:20
Today's top stories

Lead Story: Detainees ... 05:00...06:20
-U.S. Defense Sec'y Rumsfeld visits Camp X-Ray.
-Military leaders deflect criticism of detainees' treatment.

News Focus: Security, Enron ... 07:05...13:25
-Homeland security will be a focus of Pres. Bush's State of the Union Address.
-Congressional Democrats zero in on Enron and the Bush administration.

Chronicle: Poetry ... 02:45...16:10
Poetry is a universal language.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: U.N. Overview ... 04:30...20:50
CNN Student News reporter Kathy Nellis examines the U.N.'s mission.

Culture Report: Togo Children's Rights ... 03:05...23:55
A radio show hostess provides Togolese children with a musical forum for self-expression.

Student Bureau ... 02:05...26:00
Life is difficult for Mexico's street children.

Where in the World? ... 01:05...27:05
Answer: Togo

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Detainees

1. Who is Donald Rumsfeld? Why did he and a team of lawmakers visit Guantanamo Bay, Cuba? Who are the detainees being held there? What is a "POW"? Why does Secretary Rumsfeld believe the detainees at Guantanamo Bay are not prisoners of war? How do Senators Feinstein and Stevens respond to those who criticize the detainees' treatment?

2. According to U.S. military officials, how are some of the detainees at Camp X-Ray communicating with each other? What do you think it means when it is said that the detainees are "beginning to show signs of a leadership structure"?

3. What "comfort items" are U.S. authorities displaying in an attempt to dispel criticisms of the detainees' treatment? What other evidence did officials offer to support their assertion that the detainees are being treated humanely? Do you find the authorities' arguments compelling? Why or why not?

4. Remind students that the Bush administration classifies the detainees as "unlawful combatants" as opposed to "prisoners of war." Critics charge that the "unlawful combatants" designation exempts the detainees from the requirements of the Geneva Conventions. Challenge students to learn more about the Geneva Conventions and their stipulations for the treatment of prisoners of war. Students may want to consult the CNNstudentnews.com resource "Backgrounder: Geneva Conventions" at: http://fyi.cnn.com/2002/fyi/news/01/25/geneva.conventions/index.html. Have students share their information. Generate a class discussion about students' perceptions of the detainees' treatment, based on what students have seen in the video and read in print media. Ask: What would the U.S. have to gain or lose by putting itself in the position of violating the Geneva Conventions? Do you think U.S. authorities can ensure the security of Camp X-Ray and maintain humane conditions for the detainees simultaneously? Why or why not?

LINKS:
http://fyi.cnn.com/2002/US/01/27/gen.war.against.terror/index.html
http://fyi.cnn.com/2002/US/01/26/ret.powell.detainees/index.html

News Focus: Security, Enron

1. What important speech is President Bush scheduled to deliver tomorrow? According to the video, what will be a central theme of this speech? What is "homeland security"? What will Mr. Bush propose to increase homeland security efforts?

2. Why is there a call for "a new standard" for alerts about possible terrorist attacks? What evidence demonstrates a hightened state of alert among Americans today? What new office did President Bush create in the wake of the September 11th attacks? Who is the head of the Office of Homeland Security? Why do you think the president made this a cabinet position and gave Governor Ridge an office in the White House?

3. What costs are attached to improving homeland security? Why is this an especially tough time for

cities and states to be shouldering security burdens? What other programs and priorities lose out as a result of spending money on security? What does Vice President Cheney mean by the "new normalcy"? How is the focus on security impacting American lifestyles?

4. Inform students that the Executive Order creating the Office of Homeland Security states that the office's mission is "to develop and coordinate the implementation of a comprehensive national strategy to secure the United States from terrorist threats or attacks." Point out that over 40 anti-terrorism agencies will be coordinated in this effort. Direct students to the first Web site below for a partial list of these agencies. Divide the class into groups. Have each group choose one agency or department cited and research that agency's role in protecting the American public. Have each group present its findings. Discuss reasons why coordination efforts among all these agencies could be expensive and complicated.

5. What are some congressional Democrats suggesting about Enron and the Bush administration? Who is Kenneth Lay? What was the relationship between Kenneth Lay and then Governor George W. Bush in April, 2000? According to the video, who did Lay contact in the weeks before Enron filed for bankruptcy? How did the two Bush cabinet secretaries respond? Why are some insisting that there is more to this story?

6. What connections exist between Enron and the Bush administration? What is "executive privilege"? Why is the White House citing executive privilege in refusing to hand over documents in the Enron matter? What relationship did the Clinton administration have with Enron? In spite of this, why could Enron be viewed as a political liability for President Bush? Do you think that Enron will become a "distraction" from President Bush's agenda? State your rationale.

7. Teachers: For a CNNstudentnews.com backgrounder on the fall of Enron, please go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://usgovinfo.about.com/library/blhomeland.htm?iam=dpile&terms=Office+of+Homeland+Security
http://www.whitehouse.gov/news/releases/2002/01/20020124-1.html
http://www.time.com/time/nation/article/0,8599,197609,00.html

Chronicle: Poetry

1. Who is Kofi Annan? Why do you think he calls poetry "a mother tongue to our humanity"? Who are some of the poets in this video, and what is each trying to say? Did any of the poetry you heard make an impression on you? Explain. In the video, we hear that poetry speaks not only "to" people, but also "for" them. What do you think this means? Do you agree with this perception? Explain.

Perspectives: U.N. Overview

1. On what issues has the United Nations focused? Why, in addition to these issues, is the organization focused on the world's children? What challenges face children around the world? According to the video, how many children die every year from preventable causes? What fraction of the world's children live in poverty?

2. How are children becoming part of the solution to their global problems? Where will the U.N. Special

Session on Children covnene? Who is Carol Bellamy? Why does she believe that children have "power"?

3. The United Nations has always stood for peace, international cooperation and human rights. Challenge students to learn more about the organization's mission regarding children. Direct groups of students to the Internet or other resources to learn more about the Convention on the Rights of the Child, adopted in 1989. Have each group summarize the main points of this agreement. Why do students think the U.N. felt it necessary to construct an agreement that dealt specifically with children's rights? Discuss.

LINKS:
http://www.un.org/
http://www.unicef.org/
http://www1.umn.edu/humanrts/instree/k2crc.htm

Culture Report: Togo Children's Rights

1. What is the purpose of the Togolese live radio broadcast? According to the radio hostess, what attitude do Togolese parents traditionally have toward their children? How are the Togolese children in the audience encouraged to get their messages across? Why is radio the form of communication chosen? What outcome of the radio broadcast would the radio hostess like to achieve? Why are the children given "goodie bags"?

2. Do you think the radio show is an effective way of promoting children's rights? Why or why not? What does the radio show hostess mean when she says, "Music . . . works every time"? In what ways do the children make their voices heard on the show? How will the radio show hostess know if her approach has been successful? Explain.

3. What is it like to be a child living in Togo? Have students learn more about the economy, geography, education, arts, and government of Togo. As a class, discuss how daily life in Togo impacts the rights of children and their opportunities to express themselves. Ask: Should Togo's children be encouraged to speak out? Why or why not? Direct each student to write or speak in the role of the radio show host/hostess, advocating for children's rights to an assembly of Togolese government officials and parents. Ask: If you were in a position of power in Togo, would any of these arguments have convinced you of the importance of free expression for Togo's children? Why or why not?

4. Why is it important for the Togolese children to be given the opportunity to talk about their lives? Through what other arts could the children make their voices heard? Have students select a topic about which they have strong opinions or feelings. Then have each student select an art form as a vehicle for expression and present the artifact to the class.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/to.html
http://www.afrika.com/togo/
http://www.ontheline.org.uk/explore/journey/togo/toindex.htm
http://www.ontheline.org.uk/explore/journey/togo/educ.htm

Student Bureau: Mexico Street Kids

1. Describe the conditions under which Mexico's "street kids" live. How do they earn money? Why do

you think many of them use drugs? What percentage of Mexico's street kids have contact with their families? What are Ulises' aspirations? How do his aspirations compare to yours? How did watching this segment make you feel?

2. Inform students that, according to the Casa Alianza, an independent, non-profit organization dedicated to the rehabilitation and defense of street children in Latin America, "Many leaders of non-governmental international development and child welfare organizations view the problem of street children as a symptom of a gross imbalance in the distribution of resources globally." Challenge students to investigate this assertion. Refer them to the links below and other resources to learn about the underlying political and economic factors that have contributed to this social problem. After students present their findings, ask: Do you agree with Casa Alianza's assertion? State your rationale. What interventions do you think would help to prevent Mexican children from becoming homeless? Do you think the international community should be involved in addressing Mexico's child welfare issues? Why or why not? Are there similarities between Mexico's social problems and the social problems that exist in your community or country? Explain.

LINKS:
http://www.casa-alianza.org/EN/about/offices/mexico/
http://www.unicef.org/specialsession/

EDITOR'S NOTE:
Donald Rumsfeld
"unlawful combatants"
State of the Union
Office of Homeland Security
Enron
United Nations
Togo
Mexico

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CNN NEWSROOM Guide

January 29, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:30...00:40

CNN STUDENT NEWS ... 00:10...00:50
Today's top stories

Lead Story: State of the Union ... 07:30...08:20
-Afghan interim leader Hamid Karzai visits the U.S.
-Americans await Pres. Bush's State of the Union Address.

Ask CNN ... 01:30...09:50
Is the State of the Union Address usually given on a certain date?

News Focus: State of the Union ... 03:00...12:50
CNN's Bruce Morton examines the country's moods throughout presidential history.

Chronicle: Lions ... 04:55...17:45
-Afghanistan's only lion has died of old age.
-A lioness called "the Spaghetti Kid" gets a new home and a new mate.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:55
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Youth Health ... 04:35...22:30
The U.N. works to improve the health of the world's children.

Health Report: Radiation Pills ... 02:25...24:55
The U.S. government plans to purchase millions of doses of potassium iodide.

Student Bureau ... 01:35...26:30
One Nigerian school tries to meet the special needs of physically challenged children.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: State of the Union

1. Who is the current leader of the Afghan people? Why is his government referred to as "interim"? Why is Hamid Karzai's visit to the U.S. historically significant? Why has the Afghan Embassy in Washington been closed since 1997? What sentiments did Mr. Karzai express at the embassy's flag raising ceremony?

2. Why is tonight's speech an important one for President George W. Bush? What does it mean to say that his presidency "is at a crossroads"? What was the objective of President Bush's first speech to Congress one year ago? Did he achieve that objective? Explain. Why did the president address Congress on September 20, 2001? How did this speech help to define him as a leader?

3. How would you classify President Bush's approval rating? According to analysts, how can popularity backfire for both the president and Republicans? What advice does David Gergen offer the president as he prepares to deliver this State of the Union Address?

4. What are some of the opinions heard among the bowlers in suburban St. Louis? What issues seem to be foremost on these citizens' minds? Explain how some of these individuals rate George W. Bush compared to Al Gore and Bill Clinton. According to the video, how have these citizens' priorities changed since September 11, 2001?

5. What issues are expected to be highlighted in President Bush's State of the Union Address? Do you think the president has been listening to the concerns of the American people? Explain. How might a speech that focuses on the War on Terrorism and the U.S. economy give insight as to the president's legislative agenda? Discuss.

6. Remind students that the president of the United States has several roles within the scope of his power and responsibility. Some of these roles are: Chief executive, commander in chief of the armed forces, party leader, chief diplomat and chief legislator. Challenge students to name some other roles that presidents fill. Write all these roles on the board. Direct students to watch coverage of tonight's State of the Union Address on television. (*Programming note: The speech will air live on CNN at 9:00 p.m. ET.*) As they listen to this speech, have students list instances where the president takes on one or more of the roles they listed, and the context in which he does so. Have students share their findings with the class. Ask students why they think the constitutional framers, who were opposed to authoritarian rule, allowed the president the power to govern via so many different avenues.

7. Teachers: For a CNNstudentnews.com article on the upcoming speech, along with educational resources, please go to:
http://fyi.cnn.com/2002/fyi/news/01/28/state.of.union/index.html.

LINKS:
http://fyi.cnn.com/2002/US/01/28/gen.war.against.terror/index.html
http://fyi.cnn.com/2002/ALLPOLITICS/01/28/state.of.union/

News Focus: State of the Union

1. What was historically significant about Woodrow Wilson's delivery of the State of the Union? What were the styles and songs of his time? How did this mood change under President Herbert Hoover? What events marked the presidential terms of Franklin D. Roosevelt?

2. What symbols and songs are associated with the presidential terms of Dwight Eisenhower, John Kennedy, Lyndon Johnson, Richard Nixon, Ronald Reagan and Bill Clinton? In the video, CNN's Bruce Morton states, "This year's symbol might be an American flag." Do you agree with him? State your rationale.

3. Inform students that President George Washington delivered the first State of the Union Address on January 8, 1790. The speech focused on several issues of importance to the young republic. For example, President Washington talked of the importance of "teaching the people themselves to know, and to value, their own rights...to distinguish between oppression and the necessary exercise of lawful authority." Read this quote to students and, in class discussion, have them analyze its meaning. Point out to students that Washington felt that one of the most important tasks facing his new nation was "providing for the common defense," and indicated that "To be prepared for war is one of the most effectual means of preserving peace." Generate a class discussion about the meaning of this quote. Ask: Do you think that either of President Washington's sentiments mentioned here apply to the United States today? If so, how?

4. What words of wisdom could George W. Bush borrow from his predecessors? Challenge students to find State of the Union Addresses from other presidents. Have each student choose one of these presidents and use some of his thoughts and words to offer advice to President Bush as he composes his State of the Union Address. Students may choose to write letters from one president to another, perform roleplays of meetings between the two, or devise another way to share their ideas. Have each student share his/her "presidential exchange" with the class.

5. Teachers: For a related lesson and activity on how presidential candidates' speeches can make a difference, check out Riverdeep.net's "Conventionally Speaking" at: http://riverdeep.net/current/2000/07/071100_election.jhtml.

LINKS:
http://www.earlyamerica.com/earlyamerica/firsts/sou/
http://www.house.gov/Constitution/Constitution.html
http://hamilton.law.ou.edu/hist/

Chronicle: Lions

1. What kind of animal was Marjan? Where did Marjan live? What injuries did he endure? How old was Marjan believed to be? When did Marjan become something of a celebrity? Why, in a country so accustomed to death, has Marjan's death touched so many? Why do some see irony in his death?

2. Where does Danny live? Who rescued him? Where was Lea raised? How has Lea's life been unlike that of most lions? Where is her new home? How did she react when taking her first steps on African soil?

3. How do lions fare in captivity? Have students consult the Internet and other resources to learn more about lions, their natural habitat and habits, and their ability to survive in captivity. Share student

findings. If possible, have a local zoologist address the class on the benefits and downsides of artificial habitats for animals like the lion.

LINKS:
http://www.sundownlionpark.com/homelionN.htm
http://www.bornfree.org.uk/okavango.htm
http://www.lionresearch.org/

Perspectives: Youth Health

1. According to the video, why is the world a dangerous place for many children? What diseases have been eradicated as a result of global health campaigns? What health problem is associated with iodine deficiency? What is the status of the iodized salt campaign?

2. What preventable health problems are jeopardizing the welfare of children throughout the world? How extensive are these problems? Are any of these issues a problem in your community or country? Why or why not? What types of immunizations are available to children in your country?

3. How many children throughout the world die of preventable causes each day? In your opinion, what are the social and psychological consequences of this problem? Why do you think it is difficult to get people to take an interest in this global problem?

4. Group students and have each group conduct research to learn more about one of the children's health issues mentioned in the video. Instruct each group to identify the nature of the illness, its impact on children in different parts of the world, and what is being done to ameliorate the health problem. After students present their findings, challenge groups to work together to develop a multimedia campaign to educate their peers about the health problems facing the world's children. Instruct students to include information about what children can do to address these problems.

5. Teachers: Your students can learn more about the State of the World's Children by going to this Riverdeep.net activity:
http://riverdeep.net/current/2001/12/123101t_children.jhtml.

LINKS:
http://www.unicef.org/specialsession/
http://www.gmfc.org/en/care/learnmore_html
http://www.who.int/m/topicgroups/child_adolescent_health_development/en/index.html
http://www.cdc.gov/health/nfantsmenu.htm

Health Report: Radiation Pills

1. What is potassium iodide? Why is the U.S. federal government planning to purchase millions of doses of potassium iodide this year? How safe is potassium iodide? How do Mark Jacobs and Ken Kelly feel about taking the medication? Why do you think a terrorist might want to target a nuclear power plant?

2. What is radiation? Direct groups of students to the last four sites below to learn more about radioactivity from natural and human-made sources. What is the difference between the two? Discuss the effects of human exposure to radioactivity.

3. What is the thyroid gland? What happens when the thyroid gland malfunctions? Inform students that, according to Glandcentral.com, "The thyroid is a butterfly shaped gland which wraps around the front part of the windpipe just below the Adam's apple. It produces hormones that influence essentially every organ, every tissue and every cell in the body." Refer student groups to online resources, including the second link below, to prepare multimedia presentations about how thyroid hormones regulate different aspects of the body, and the symptoms and treatments for different thyroid disorders. After the presentations, have students compile their findings to create a brochure for their school's library.

4. Teachers: For a related CNNstudentnews.com story and lesson plan, please go to: http://fyi.cnn.com/2001/fyi/news/12/19/nuke.pills/index.html.

LINKS:
http://www.fda.gov/cder/guidance/4825fnl.htm
http://www.glandcentral.com/home/
http://www.endocrineweb.com/thyroidca.html
http://www-formal.stanford.edu/jmc/progress/nuclear-faq.html
http://www.ccr.jussieu.fr/radioactivite/english/what_is_radioactivity.htm
http://www.iem-inc.com/preverr.html
http://www.pearson-college.uwc.ca/pearson/fungi/fungrad.htm
http://www.igc.org/citizenalert/fctshts/humenv.html

Student Bureau: Atunda Olu School

1. Locate Nigeria on a map of Africa. Why are Nigeria's "regular" schools not able to address the special needs of physically challenged children? What types of services do students receive at the Atunda Olu School for the Physically Handicapped? Why do some of Nigeria's physically disabled children live on the streets? What will alleviate the suffering of physically challenged children in Nigeria?

2. Does your community accommodate disabled people? Explain. Group students. Have groups survey sections of their community to determine whether or not sidewalks, businesses, public facilities, and recreational areas are accessible to handicapped people. Have groups write reports of their findings and, if necessary, propose ways to improve handicap accessibility of their community.

LINKS:
http://lcweb2.loc.gov/frd/cs/ngtoc.html
http://www.africaonline.com/site/Articles/1,10,1319.jsp
http://www.unicef.org/
http://www.disabilityworld.org/April-May2000/TableofContents.htm#Governance&
http://www.ncd.gov/
http://www.aapd-dc.org/

EDITOR'S NOTE:
Hamid Karzai
State of the Union Address
George W. Bush
agenda
United Nations

radiation
nuclear power plant
Nigeria

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CNN NEWSROOM Guide

January 30, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 01:10...01:40

CNN STUDENT NEWS ... 00:10...01:50
Today's top stories

Lead Story: State of the Union ... 07:30...09:20
-Pres. Bush delivers his State of the Union Address.
-CNN's Candy Crowley looks at the "new" George W. Bush.

News Focus: Enron ... 02:30...11:50
What is left of Enron?

Chronicle: Satan Ban ... 03:00...14:50
The mayor of one Florida town declares Satan "persona non grata."

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: U.N. Special Session ... 04:25...19:25
The U.N. dedicates a Special Session to the children of the world.

Business Report: Ultra Store ... 03:10...22:35
Prada's new store offers a unique shopping experience.

Student Bureau ... 03:25...26:00
Tourists bypass beaches to see the slums of Rio de Janeiro.

Where in the World? ... 01:10...27:10
Answer: Brazil

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: State of the Union

1. What general themes were evident in President Bush's State of the Union Address? What major points did the president make? How does this speech offer insight into the president's budget priorities?

2. Why do presidents give State of the Union speeches? Direct students to copies of the U.S. Constitution. Ask them to find the portion of the document that mandates that the president give Congress "information of the State of the Union" (Article II, Section 3). Have a volunteer read this provision aloud. Generate a class discussion about the State of the Union requirement as presented in the Constitution. Why do students think the constitutional framers did not issue further stipulations in this regard, such as a time requirement or how the "information" is to be given to Congress? How does this illustrate the flexibility of the Constitution as a governing document?

3. Ask students: How is a State of the Union Address a political tool? How do you think Democrats could use parts of this speech to frame their case as the opposition party? How might Republicans use this speech to rally support? Point out to students that all of the House of Representatives and one-third of the Senate will be up for re-election this November. Challenge students to put themselves in the position of congressional candidates from any political party (e.g., Republican, Democratic, Independent). Have each student write the copy for a 1-2 minute television commercial promoting himself/herself as a candidate supporting the president or one offering different policies and priorities. Direct students to use the president's speech as the springboard for their ideas.

4. Where was President Bush when he received news of the attack on the World Trade Center? According to his friends and foes, how have the circumstances surrounding this event changed George W. Bush? How have the events of September 11th affected the way Mr. Bush is perceived? In the video, one analyst says that before September 11th, the president seemed "scattered." Now, the same observer sees the president as "engaged." What do you think this means? Do you agree or disagree with this observer's "before and after" assessments? State your rationale.

5. Teachers: For a related CNNstudentnews.com article and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/01/28/state.of.union/index.html.

LINKS:
http://www.house.gov/Constitution/Constitution.html
http://fyi.cnn.com/2002/ALLPOLITICS/01/29/stateof.union/index.html
http://www.time.com/time/nation/article/0,8599,197930,00.html
http://www.janda.org/politxts/State%20of%20Union%20Addresses/preface.html

News Focus: Enron

1. What companies and operations once owned by Enron are gone? What is left of Enron? According to Simmons & Co., what are Enron's remaining assets worth? According to Professor Roy Nimmer, what must Enron do to sustain itself as a separate company?

2. What option exists if Enron's core business cannot produce enough cash flow? What does liquidation mean? What role would Enron's creditors have in a possible liquidation? Why are some analysts

suggesting that restructuring is a better option?

3. Use this opportunity to introduce students to some of the financial terms mentioned in this story. Have students consult the Internet and other resources for explanations of each of the following:
   - liquidation
   - cash flow
   - assets
   - creditors
   - core business
   - restructuring
   - trustee
   - bankruptcy.

   Have students share their information in class. Discuss the difference between restructuring and liquidation. What are the implications of each process for Enron, its clients, stockholders and creditors?

4. For a CNNstudentnews.com Backgrounder on Enron, go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://investorwords.com/
http://money.cnn.com/2002/01/29/news/enron_roundup/
http://money.cnn.com/2002/01/29/401k/401k_stock/

Chronicle: Satan Ban

1. Of what town is Carolyn Risher the mayor? Whom has she recently "outlawed"? Why? How has Mayor Risher published her ban on Satan? How have the townspeople responded to her action? Why are some, like the director of the ACLU, uncomfortable with her proclamation?

2. What is meant by "the separation of church and state"? Generate a class discussion to find out what students know about this phrase and its origin. Then, direct students to the First Amendment to the U.S. Constitution to read the "establishment clause." Ask them to consider whether Mayor Risher's actions violate that clause. Have each student write an essay in response to the following question: Does Mayor Risher's ban constitute "an establishment of religion," or illustrate her right to "free exercise" of religion?

LINKS:
http://fyi.cnn.com/2002/US/01/29/town.satan/index.html
http://www.house.gov/Constitution/Amend.html

Perspectives: U.N. Special Session

1. What is the United Nations? What is a U.N. Special Session? How often does the U.N. convene Special Sessions? What have been some of the topics addressed at U.N. Special Sessions?

2. What is the topic of the upcoming U.N. Special Session? What does the U.N. hope to accomplish during this session? What role will children have in the Special Session? What child-related issues will be at the forefront of the session?

3. Why do you think education is important to the welfare of children? How many of the world's children are not in school? In your opinion, how might the international community benefit if every child throughout the world were able to get a good education?

4. According to the video, what can children do to improve their lives and the lives of others? Refer students to their school social worker and online resources to learn about the problems that are jeopardizing the welfare of children in your community. Have students create a list of the key issues that are affecting local children, and prioritize the issues. Next, divide the class into small groups and assign each group an issue from the list. Instruct each group to conduct research to learn more about its issue and its impact on the children in your community. Then, challenge each group to devise a way to address the problem. After groups present their research and plans, have group members execute their plans, if possible.

5. Teachers: Your students can learn more about the State of the World's Children by going to this Riverdeep.net activity: http://riverdeep.net/current/2001/12/123101t_children.jhtml.

LINKS:
http://www.unicef.org/specialsession/
http://www.gmfc.org/en/index_html

Business Report: Ultra Store

1. What is Prada? Describe some of the unique features of Prada's newest store. What is its most talked-about innovation? Do you think customers will find the "magic mirror" helpful as they make clothing selections? Why or why not?

2. According to the video, what other stores have become "architectural attractions"? Have you been to any retail stores recently that had unique features or floorplans? If so, describe these stores. Why do you think that, even in the tough economic times, stores like the ones shown in the video are opening? Is there a market for these kinds of stores? Explain.

3. Point out to students that, from "wholesale warehouses" to "shopertainment" (retail complexes that offer a mix of shopping and entertainment), there is a wide range of shopping choices for American consumers. Challenge your students to examine some of the shopping options in your area. Divide the class into groups. Have each group choose one specific retail store or complex and analyze its appeal to consumers. Each group will want to examine its store's target market, inventory, pricing, advertising, location, and special features (such as children's play areas) that give the store customer appeal. Have each group offer a formal presentation of its findings. Generate a class discussion about the elements that contribute to the success or failure of retailers in your area. Would a store like Prada's new store be well received by shoppers in your community? Why or why not?

4. Analysts believe that last year was one of the worst for U.S. retailers in nearly a decade. Challenge students to find information about trends in the retail business so far this year, and predict the retail forecast for the rest of 2002. Are any retailers cutting costs by laying off employees or closing stores? If so, what factors have led to these measures? Is there any evidence of a possible rebound for the retail industry in 2002? Have students share their information and discuss.

5. Teachers: For a CNNstudentnews.com article and educational materials on retail bankruptcy, please see "Kmart files for Chapter 11 bankruptcy" at:

http://fyi.cnn.com/2002/fyi/news/01/22/kmart/index.html.

LINKS:
http://retailindustry.about.com/library/ag/blag_y2k1.htm
http://retailindustry.about.com/index.htm?iam=dpile&terms=retail+stores
http://money.cnn.com/2002/01/23/companies/kmart/

Student Bureau: Slum Tour

1. Locate Rio de Janeiro on a map of South America. For what attractions is Rio known? What is a "favela"? How many favelas (slums) exist in Rio de Janeiro? What is the name of Rio's largest slum? Why do some international visitors want to tour Rocinha? What sites do visitors see when they visit Rocinha? Describe the conditions under which Rocinha's residents live.

2. If any of your students have traveled to other countries, ask them to share their experiences. Ask students: What was it like to visit another country? How did the new culture compare to yours? Did your travels change your perspective on how you live, or how you view other cultures? Explain. Do you think it's important for people to visit other cultures and experience different socioeconomic lifestyles? Discuss.

3. Refer students to multimedia resources to learn why so many Brazilians are living in poverty. Have students identify both the economic and political factors that have contributed to this social problem. Have students share their findings. Then, point out that, in the late 1990s, Brazilian authorities established the Rocinha Tourist Development project to encourage tourism in Rocinha. What are the pros and cons of this venture? Refer students to the links below and other resources to learn about the history, impact, and problems associated with establishing tourism in Rocinha. After students share their information, ask: What economic opportunities has tourism created in Rocinha? Do you think the tourism project will improve the lives of Rocinha's residents? Explain.

LINKS:
http://cnn.com/2001/WORLD/americas/08/11/brazil.slum/index.html
http://www.cnn.com/WORLD/9603/brazil_slums/index.html
http://www.brazilianist.com/14summer00/14slum.html
http://www.odci.gov/cia/publications/factbook/index.html
http://www.worldbank.org/poverty/data/trends/traps.htm
http://www.worldbank.org/html/pic/cas/cpin29.htm

EDITOR'S NOTE:
George W. Bush
State of the Union Address
Enron
liquidation
proclamation
United Nations
slum
Brazil

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CNN NEWSROOM Guide

January 31, 2002

---------- PROGRAM RUNDOWN ----------

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CNN STUDENT NEWS ... 00:10...01:50
Today's top stories

Lead Story: "Axis of Evil" ... 03:00...04:50
-Interim Afghan leader Hamid Karzai tours Ground Zero.
-Pres. Bush's "axis of evil" statement draws angry response from Iraq, Iran and North Korea.

News Focus: Left Behind ... 04:15...09:05
CNN's Kathy Slobogin examines how Pres. Bush's education reforms may affect one Chicago school.

Chronicle: Air Traffic Controller ... 06:05...15:10
A veteran air traffic controller provides insight into his career.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:20
Daily Reports, features, and today's CNN Student Bureau story

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Children throughout the world deserve an education.

Science Report: Magnetic Levitation ... 03:40...23:10
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Student Bureau ... 03:35...26:45
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CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: "Axis of Evil"

1. Who is Hamid Karzai? What site did he tour yesterday?

2. Why has President Bush categorized Iran, Iraq and North Korea as an "axis of evil"? What has Defense Secretary Donald Rumsfeld said in defense of the president's statement? How are those nations reacting to Mr. Bush's statement?

3. What circumstances have caused confusion among European allies regarding the next phase of the War on Terrorism? How do Russia and France feel about the possibility of an allied attack on Iraq? What is "containment"? Why do you think there is no clear consensus on how to deal with Iraq?

4. Which nation has reacted most strongly to President Bush's speech? Why? How have European Union officials treated Iran since September 11th? Why has the U.S. now turned a cold shoulder to Iran's offer of cooperation? According to analysts, which of the three countries mentioned in President Bush's speech would be the most likely target? Why? Do you think the Bush administration could secure international support for an attack on Iraq? Why or why not?

5. Ask students to review their knowledge of world and U.S. history to recall how they have heard the term "axis" used. Point out that the opposing coalitions in World War II were known as the "Allies" and the "Axis Powers." Have students consult social studies resources to learn more about the Axis Powers and the nations that were included in this category. Share student findings and discuss the political ideologies of the Axis regimes. Ask: Why do you think President Bush chose the word "axis" to describe Iran, Iraq and North Korea? Have students ask older family members who recall World War II whether they think Mr. Bush's choice of words is a good one.

6. After President Bush's State of the Union Address had been delivered, CNN's Judy Woodruff said of the speech, "You very much got the sense of a good America facing off against evil." Ask students if they had the same impression. Refer students to online and other resources to learn more about the speeches delivered by President Franklin D. Roosevelt throughout World War II. Point out that Mr. Roosevelt saw the U.S. entry into the war not only as a response to attack, but also as ideological. Have students cite quotes and ideas from his speeches that support this idea. In class discussion, have students draw parallels between the words of Presidents Roosevelt and Bush. What words and images indicate that Mr. Bush sees the War on Terrorism not only as a response to attack, but also as an ideological conflict? Discuss.

LINKS:
http://fyi.cnn.com/2002/US/01/30/amanpour.bush.otsc/index.html
http://www.cnn.com/2002/ALLPOLITICS/01/29/CNN.commentators/index.html
http://www.ucc.uconn.edu/~ww2oh/Powers.htm
http://www.pbs.org/wgbh/amex/presidents/nf/featured/fdr/fdfp.html

News Focus: Left Behind

1. According to President Bush's education bill, what should students be allowed to do if they are attending a failing school? What is "school choice"? How does this concept broaden students'

educational options?

2. How long has Chicago had school choice? Where do Chicago students who cannot meet requirements for select schools go? According to Principal James Breashears, what kind of students attend Paul Robeson High School? How has school choice affected this school? How has it affected classroom instruction at Robeson?

3. What is a "brain drain"? Why does Liz Druffin believe that school choice has created a brain drain from Chicago's public schools? Who is John Boehner? What is his view on the "widening gap" between good and failing schools? In defending school choice, Congressman Boehner says, "It's time we put kids first, let them choose a successful school even if it means that school will lose students." Do you agree or disagree with him? State your rationale.

LINKS:
http://fyi.cnn.com/fyi/teachers.ednews/
http://www.whitehouse.gov/infocus/education/

Chronicle: Air Traffic Controller

1. Who is Vince Polk? At which airport is he an air traffic control specialist? How many years has Polk been an air traffic controller? What kind of training did he have?

2. How is air traffic control a "team effort"? Why do you think each air traffic controller monitors a certain amount of air space? How does inclement weather impact an air controller's job? Why do you think it is important for air traffic controllers to remain calm in stressful situations? What advice does Vince Polk have for aspiring air traffic controllers?

3. Refer students to the Web sites below to prepare presentations about one of the following nine traffic control-related positions: flight data person, ground controller, local controller, departure controller, central controller, radar associate controller, radar controller, radar hand-off controller and approach controller. After students have presented their findings, ask: How do the air traffic control personnel work together to ensure the safety of airline travel? How do the personal communicate with each other? Do you think it is important for each person to have a specific task? Why or why not?

4. Teachers: Your students can read the CNNstudentnews.com story on Vince Polk at: http://fyi.cnn.com/2002/fyi/news/01/30/air.traffic.controller/index.html.

   EXTENSION: Invite an air traffic controller to speak to your class about his/her job.

LINKS:
http://www.howstuffworks.com/air-traffic-control.htm
http://www.natca.org/
http://www.ifatca.org/
http://www.faa.gov/

Perspectives: Education

1. Why is education important to the welfare of children? According to UNICEF, how many children around the world are not in school? Do you think receiving a formal education is a privilege or a

right? Discuss.

2. How does access to education differ between rich and poor countries? Give an example. What obstacles do many poor children face in terms of obtaining a formal education? How much money would it cost to ensure that every child in the world would be able to go to school? What is NetAid? Why have NetAid and UNICEF placed so much emphasis on education? What measures have these organizations taken to improve the access and quality of education throughout the world?

3. Why do you think most of the children who are not in school are girls? In the video, NetAid president David Morrison states, "It's said that when you educate a girl you educate a whole family, an entire village and therefore the whole world." Have students discuss the meaning and significance of this quote. Challenge students to cite examples that illustrate Morrison's point.

4. Refer students to the links below to learn about the problems related to the delivery of educational services to children in developing nations. Group students and assign each group a developing nation. Have each group prepare a multimedia presentation about the educational system and overall quality of education in the country. Have students consider how the nation's geography, culture, political structure, and economy influence the delivery of educational services. After the presentations, have students compare and contrast their findings. Do any of these nations have similar problems regarding the delivery of educational services? If so, why? Does your country have similar problems? Why or why not?

5. Have students survey the students and staff at your school, as well as parents and community leaders, to identify the most pressing educational problems that exist in your community. After students share their findings, challenge them to think of ways that they can help address these problems. If possible, help students to implement their ideas.

6. Teachers: Your students can learn more about the State of the World's Children by going to this Riverdeep.net activity:
http://riverdeep.net/current/2001/12/123101t_children.jhtml.

LINKS:
http://app.netaid.org/programs/GS/index.html
http://app.netaid.org/gstheme/partner/directory.html#community
http://www.unicef.org/specialsession/
http://www.unicef.org/gmfc/
http://fyi.cnn.com/SPECIALS/2001/schools/

Science Report: Magnetic Levitation

1. What is electromagnetic power? How will NASA use electromagnetic power? What are some advantages of NASA's use of electromagnetic power to launch vehicles? How does magnetic levitation work? How did NASA successfully use this process?

2. What factor is standing in the way of NASA's magnetic levitation project? Why does NASA welcome competition? What other agencies are using this process? How is the U.S. Navy pursuing magnetic levitation?

3. Point out to students that Hans Christian Oersted discovered the relationship between electricity and magnetism in 1820. Five years later, an English electrician named William Sturgeon invented the first

electromagnet. Group students. Have students follow the activity from Holt, Rinehart and Winston's Physical Science (2001) to create an electromagnet:

1. Tightly wrap an insulated copper wire around a large iron nail, leaving 10 cm of wire loose at each end.
2. Remove the insulation from the ends of the wire, and use electrical tape to attach the ends against the top and bottom of D-cell.
3. Hold the end of the nail near some paper clips, and try to lift them.
4. While holding the clips up with your electromagnet, remove the wires from the cell.
5. Share observations with the class.

Then, ask: Why can an electromagnet be turned on and off? Do you think this influenced NASA'a decision to use electromagnetic power to launch vehicles? Why or why not?

4. Point out to students that electromagnets have numerous applications such as doorbells, scrap-metal removal, MRI machines, electric motors and magnetic levitation trains. Generate a class discussion about the benefits and drawbacks of using electromagnets in these applications. Ask students: What other applications do you think electromagnets might have? Explain

5. Have students construct a model of a doorbell. Encourage them to be creative in their choice of materials, but emphasize the importance of accuracy.
   1. The button of a doorbell is pushed, completing (or closing) the electric current.
   2. An electric current is created in the coil.
   3. The coil becomes an electromagnet.
   4. A permanent magnet inside the coil is repelled.
   5. The magnet moves against a chime, creating the sound of a doorbell.
   6. Display class work around the classroom.

   Then, ask: How does the operation of the doorbells use electromagnetism? Why do you think NASA researchers are testing electromagnetic power for launching vehicles? Discuss.

LINKS:
http://www.howstuffworks.com/electromagnetic-propulsion1.htm
http://www.howstuffworks.com/framed.htm?parent=link272.htm&url=http://www.oz.net/~coilgun/levitatic
http://www.lanl.gov/orgs/mst/stc/train.shtml

Student Bureau: Child Labor

1. How many children in Lebanon are forced to go to work instead of school? How many of these working children are illiterate? What program did the Lebanese government and UNICEF create in 1997 to help Lebanon's working children? What type of training do these children receive? What are some of the problems associated with this program?

2. What do your students know about child labor? Test their knowledge by having them take the UNICEF child labor quiz at the second Web site below. Generate a class discussion about child labor and its physical and mental impact on the children who are forced to work. Ask students: How would you describe educational opportunities for children in countries where child labor is a problem? How would the global society and economy be affected if the future generation of children were to grow up without proper access to education?

LINKS:
http://www.unicef.org/lebanon/stop.htm
http://www.unicef.org/aclabor/quiz.htm

EDITOR'S NOTE:
"axis of evil"
terrorism
school choice
education reform
air traffic controller
magnetic levitation
child labor
Lebanon

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